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ABSTRACT

The major thrust of this issue of "Impact" is "New Therapies." Dr. William Glasser comments on his "reality therapy" and Robert Carkhuff discusses his "systematic eclectic approach to helping." This issue also contains articles about an indictment of the Strong Vocational Interest Blank in regard to women. Other departments contain ideas, resources, and comments. (WS)

impact

Vol. 2, No. 1

The Magazine for Innovation and Change in the Helping Professions

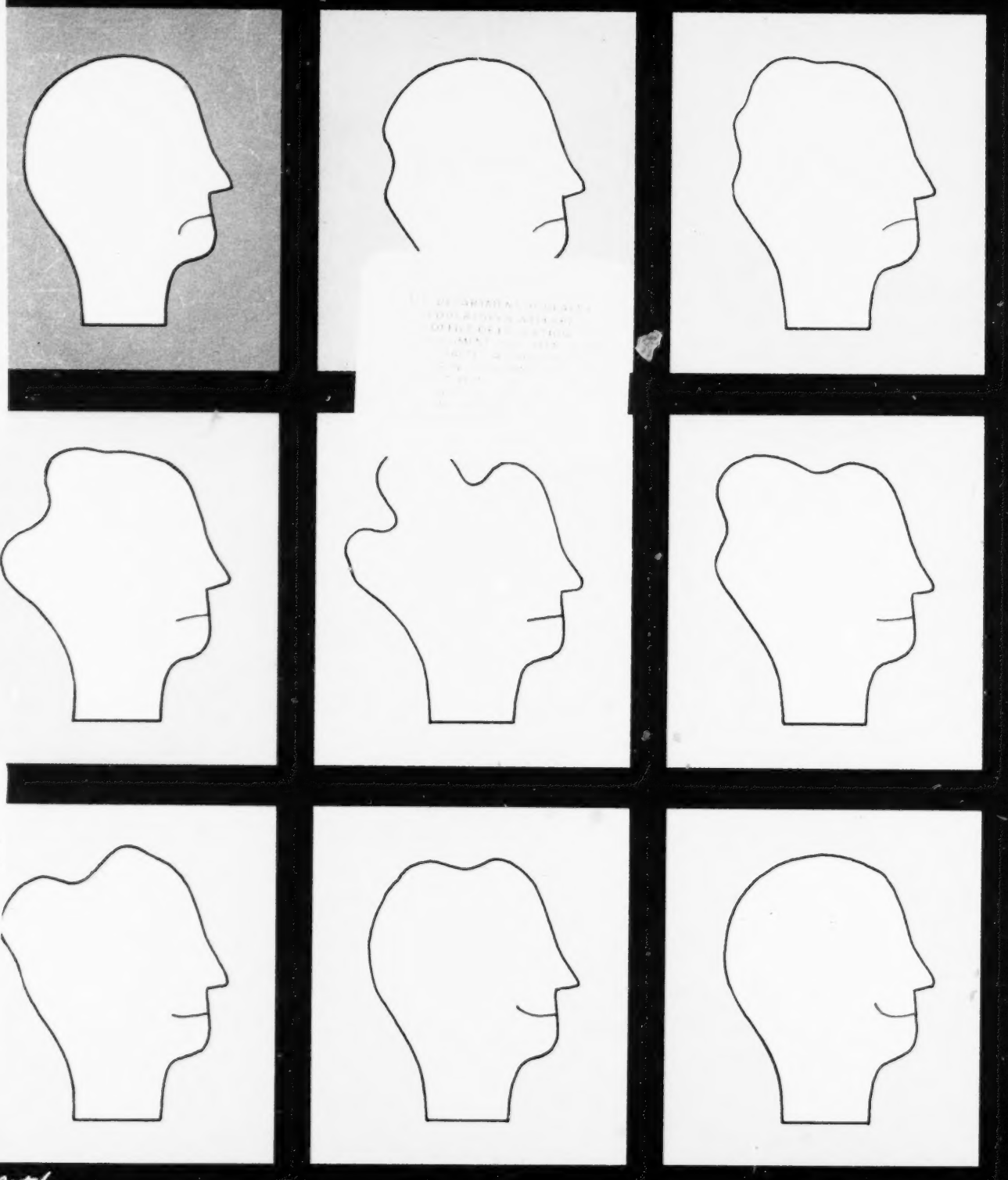
THERAPEUTIC TECHNIQUES (A NEW SERIES)

REALITY THERAPY: AN ANTI-FAILURE APPROACH

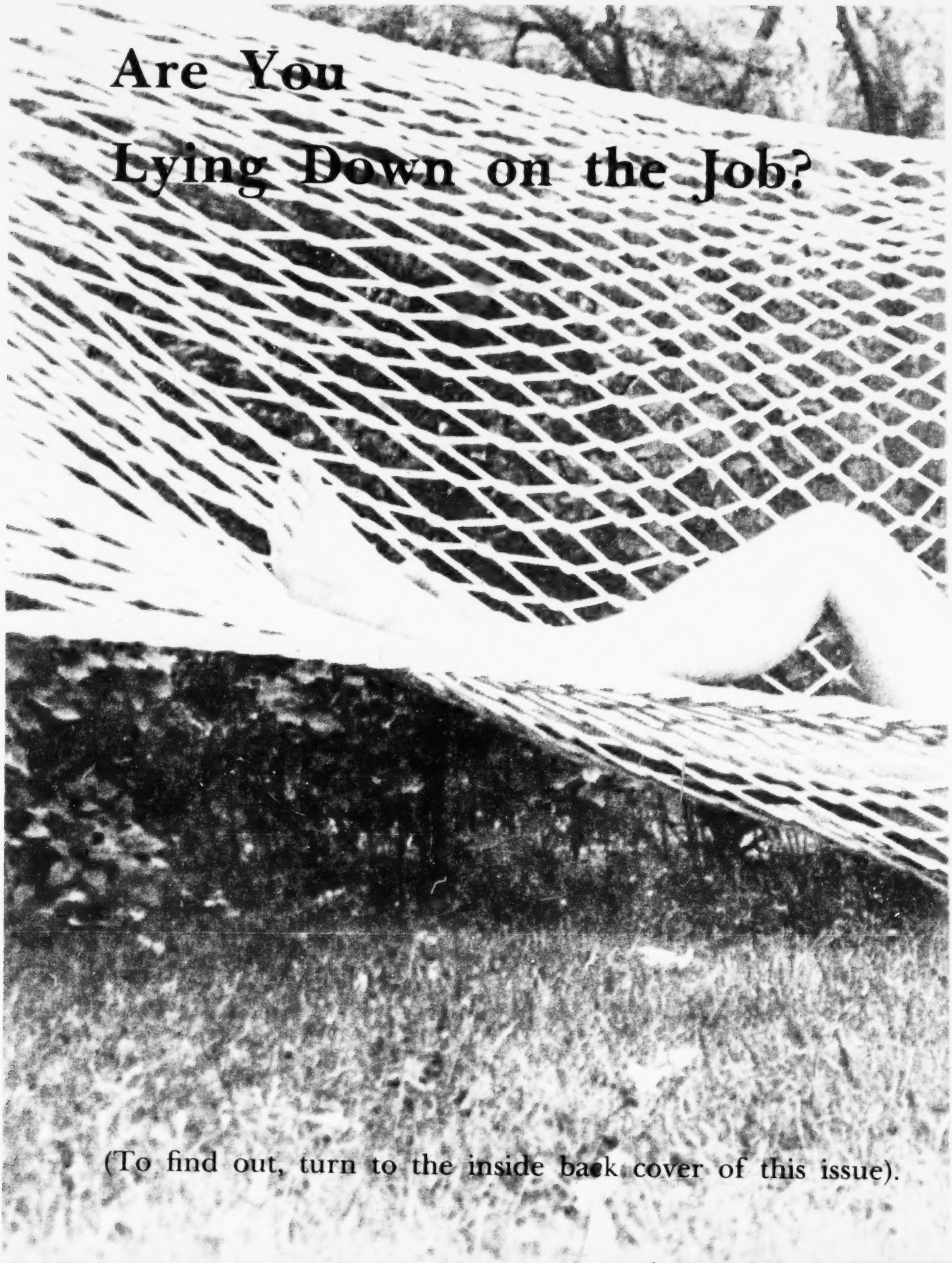
A HUMAN TECHNOLOGY FOR HUMAN RESOURCE DEVELOPMENT

IMPERATIVE FOR CHANGE: COUNSELOR USE OF THE SVIB

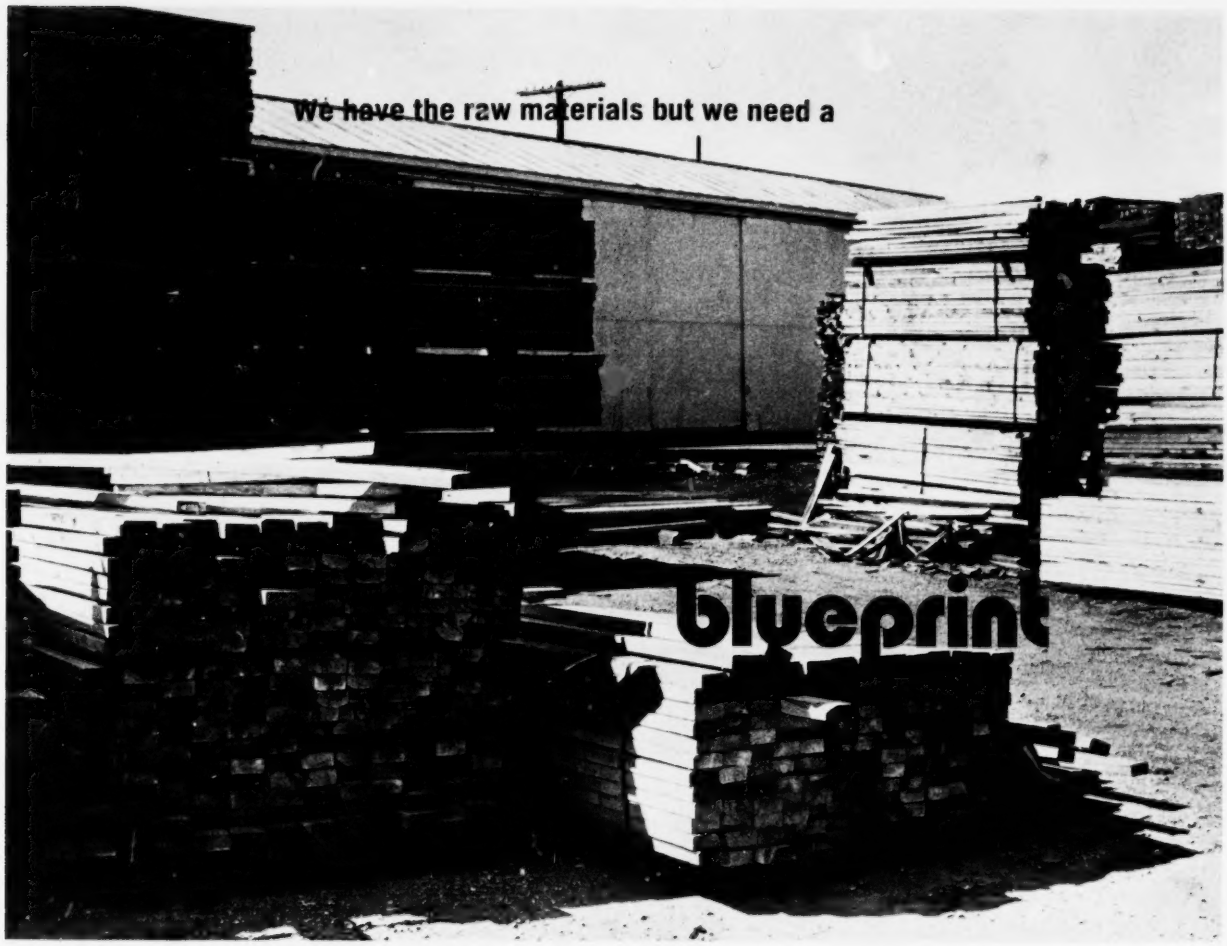
WHEN I GROW UP I WANT TO BE MARRIED (A GAME)



Ken Aptekar



(To find out, turn to the inside back cover of this issue).



Impact wants to continue in the tradition of excellence, frontier knowledge and hard-hitting analysis you've come to expect. But, we need help from you, the reader, in determining the most pertinent and topical issues and answers.

We want you to "prioritize" topics for coverage, send us ideas you would like discussed, titles of books to review, and listings for Bazaar [if you are interested in consulting in certain areas let us know and we'll list you under Resources].

Already we have pinpointed some areas which will receive major emphasis in the next five issues of Impact's present volume.

- Career Guidance
- Accountable Guidance
- Gaming and Simulation
- Testing
- New Vistas for Counseling
- Human Sexuality and the Counselor
- New Marriage and Life Styles

This is the skeleton – we're starting to fill it out but we would like your input to let us know what other specific topics would you like to have discussed. Let us know and we'll do our best!! We know you are out there – let us hear from you.*

*If you send us your ideas we'll send you a supply of post cards and self-addressed envelopes for easy communication with us. We want to show you that we mean business about your deciding what goes into your magazine.

about this issue

This issue of *Impact* begins our second year of publication and forecasts new emphases. *Impact* will now be appearing six times a year at the same annual subscription rate of only six dollars. Through our regular departments and major articles we hope to continue to provide the force, timeliness and appeal our readers have come to expect. We've lined up some interesting issues, each of which will focus on a specific area—to name a few: career guidance, accountability, the need for new approaches to sexual and life style counseling.

Secondly, we've changed our masthead from *Impact: The Magazine for Innovation and Change in Counseling* to *Impact: The Magazine for Innovation and Change in the Helping Professions*. Counselors as one of a group of helping professionals cannot and do not operate in a vacuum—an interdisciplinary approach is a necessity. In past issues of *Impact* we have dealt with concerns, issues, viewpoints and available options of import to all helping professionals. To do so to an even greater degree we have shown our intent by modifying our masthead.

Impact will also sponsor more workshops, prepare papers and offer new Searchlights and Searchlight updates.

The major thrust of this first issue of our new volume is "New Therapies." In putting together this issue we've contracted William Glasser and Robert Carkhuff and asked them a series of questions concerning "their" therapy, its characteristics, goals and outcomes. We're sure you will find this section most informative and we plan to offer articles on "New Therapies" throughout this volume of *Impact*.

This issue also contains a long look and indictment of the Strong Vocational Interest Blank which its authors, Nancy Schlossberg and Jane Goodman, contend discriminates against women. Rebutting their viewpoint is David Campbell.

Our departments are full of ideas, resources and hard-hitting comments. Exemplars presents four interesting programs counselors should know about and in Reviews we look at a new book which contains articles on nine therapies.

We're pretty pleased with this issue of *Impact* as well as with what we have planned for future issues—we hope you will be too!

In introducing *Impact* last year we indicated that it evolved as a result of an aroused counseling community—we still feel the same and still feel that *Impact* can help. However, *Impact* needs help from you in terms of suggestions for coverage, criticisms, programs you're using or have heard about, materials, etc. We've repeatedly said that *Impact* is your magazine so let us in on your thoughts and help us make it truly responsive to your needs.

Garry and Susan

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William Glasser sets forth the tenets of Reality Therapy. The key is involvement—commitment. *Impact* through a conversation with Glasser and a review of his writings explores the ways in which this approach can be implemented at individual and group levels.

Human Technology for Human Resource Development 12

Robert Carkhuff, Director of the Center for Human Relations and Community Affairs and Professor at American International College discusses his "systematic eclectic approach to helping" in which the effective helper facilitates the growth and development of his helpee.

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Nancy Schlossberg and Jane Goodman of the Project for Career Development of Women claim that the continued use of the SVIB constitutes discriminatory practice against both sexes, but particularly against women.

Reaction to "Imperative for Change" 29

David Campbell of the Center for Interest Measurement Research in Minneapolis offers a rebuttal to this change with an explanation of how the Strong developed and what is its future.

When I Grow Up I'm Going To Be Married 32
(A Game Which Illustrates How Time and Circumstance Affect Women)

The title speaks for itself—by juggling profiles and life situations groups can generate discussion and insight into what it is to be a woman who, like it or not, will probably work outside the home.

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An expanded version of this popular department presents programs which have been implemented for handicapped children, vocational guidance, welfare mothers and high school curriculum planning.

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impact

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Number 1

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happenings

APGA is going coast to coast in 1973. More people want to get involved, so APGA is expanding its convention format to communicate with more people and to encourage greater interaction in the guidance and counseling profession. One national and two regional conventions will be held in three major cities. The national convention will be held in San Diego, February 9-12, while the two regional conferences will be held in St. Louis, April 15-19 and Atlanta, May 23-27. Now is the time to begin planning to attend these conventions. Look for more specific information regarding these three conventions in future issues of *Impact*.■

The months of October, November, and December will be offering a number of conventions of note and import for *Impact* readers. **The American Association of School Personnel Administrators** will be holding its convention at the Sheraton-Biltmore Hotel in Atlanta, Georgia, October 17-20. The provocative theme of this conference will be "Show Me—Not Tell Me." Write Ruth Satterfield, Program Chairman, 224 Central Ave., S.W., Atlanta, Georgia 30303 for further information.■ "Regional Planning: Optional or Mandatory" will be the topic under discussion at the **American Association For Higher Education's** Southwest regional meeting October 20. Roanoke College, Roanoke, Virginia will host this conference. Contact Kenneth C. Fischer, Regional Coordinator, AAHE, One Dupont Circle, Washington, D.C. 20036.■ Speaking of regional meetings, the **American Association of Collegiate Registrars and Admissions Officers** will be holding three regional meetings during October and November. The University of North Dakota will be hosting the **Upper Midwest Association of Collegiate Registrars and Admissions Officers** October 22-24. Bud Ulvin, Registrar, University of North Dakota, Grand Forks, North Dakota 58201 is the contact man for this convention. Members of the **New England Association of Collegiate Registrars and Admissions Officers** will be holding their conference at the Sheraton-Wayfarer Hotel, Bedford, N.H. November 8-10, while the members of the **Middle States Association of Collegiate Registrars and Admissions Officers** will be meeting at the Host Farms Resort Motel, Lancaster, Pa. November 27-29. Contact Eugene A. Savage, Director of Admissions, University of New Hampshire, Durham, N.H. 03824 and Nancy H. Rulton, Registrar, Franklin and Marshall College, Lancaster, PA 17604 respectively for information about these two conventions.■ "Assessment in the Pluralistic Society" will be under review at the **Educational Testing Service Conference** October 28. The Hilton Hotel, New York City will be the site for this conference; write Ralph T. Sharp, Corporate Secretary, ETS, Princeton, New Jersey 08540 for further information.■ **The College Entrance Examination Board** will be holding its convention in St. Louis, Mo. October 29-31, Anne B. Speirs, Secretary, CEEB, 888-7th Avenue, New York, NY. is the contact person for this convention.■

Barbara Ross, Secretary-Treasurer, NEPA, Psychology Department, University of Massachusetts, Boston, 100 Arlington St., Boston, Mass. 02116 is the contact person for the **New England Psychological Association Conference** November 3-4. Hosting this meeting will be the Statler-Hilton Hotel in Boston. The broad area of Vocation Education and Training will be under extensive review at two separate National Conventions. Chicago, Illinois will be hosting both the **American Vocational Association** and the **National Association of State Directors of Vocational Education** on December 1-6. The topic under review at the NASDUE Convention will be "Serving More People Through Vocational Education." Contact Byrl R. Shoemaker, Department of Vocational Education, Columbus, Ohio 43215 for information about this conference. John P. Hudson, Associate Director, AVA, 1510 H St., N.W., Washington, D.C. 20005 is the contact person for the AVA Conference.■ The theme for the **Southern College Personnel Association's** Convention November 12-14 will be "Student Development: A Challenge to Academia." The site for this conference will be Houston, Texas; contact James B. Whitehead, Associate Dean of Students, University of Houston, Houston, Texas, 77004 for further information.■ The **National Association for Mental Health** will be holding its convention in Detroit, Michigan on November 14-18. Write Alice H. Clay, Director of Administration, NAMH, 1800 N. Kent St., Arlington, VA 22209 for further information about this conference.■ "The New Teams: Academic and Student Personnel Deans" will be the topic under consideration at **Eastern Association of College Deans and Advisers of Students** convention November 30-December 1. Atlantic City will be hosting this convention. Write Robert Laudicina, Dean of Students, Farleigh Dickenson University, Madison, N.J. for further information.■ Finally, the **College Placement Council** will be holding its Southern regional conference in Atlanta, Georgia on December 5-8. Contact Warren E. Kauffman, Editor, CPC, P.O. Box 2263, Bethlehem, PA 18001 for further information.■

The editors of Impact wish to extend their thanks to The National Catholic Educational Association *for providing a pre-publication draft of their 1972-73 "Calendar of Meetings" book.*

HEW has set up a new high-level advisory panel on aging research. The main focus of this panel will be to set priorities for developing a coordinated body of knowledge related to the broad area of gerontology.■

This fall APGA instituted a new member only service to active job seekers called the **Member Resume Service.** Effective September 1, members in good standing are invited to submit multiple resumes and an index card. Employers are currently being asked to list available positions. The service proposes to match employer to applicant, at no charge to the applicant. Employers will pay a nominal $1.50 fee per resume received to cover the cost of service overhead.■

The six-month search for a new APGA Executive Director ended this past June with Board of Director's approval of a three-year contract for **Charles L. Lewis** of Pennsylvania State University. Dr. Lewis becomes the fifth full time Executive Director in the association's 20-year history.■

National Career Guidance Week has been set for October 22-28. The National Vocational Guidance Association will be saluting the thousands of professionally trained vocational counselors in our schools whose goal is to help every youngster clarify his career plans. Publicity materials (packets, $1.50) are available from NVGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.■

The **APGA Board of Directors** has given official sanction to an APGA Press, which consolidates for the first time all publishing and media production activities of the association. The press is designed to provide effective business-marketing management o all products that it produces.■

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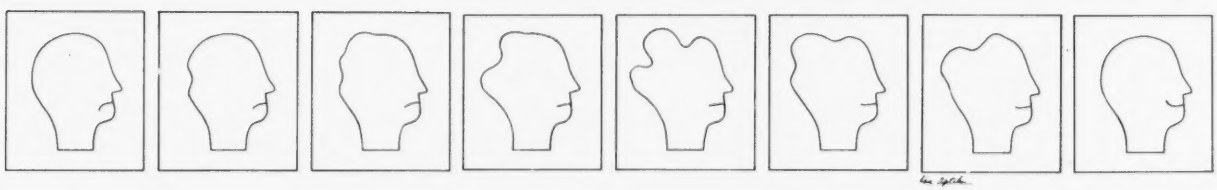
More Federal Aid Forseen For Public Schools

After a funding "drought," a huge increase in federal financing for public education appears assured. The Nixon administration is working with the US Office of Education on legislative plans which could result in a new yearly federal expenditure for education of between $12 and $15 billion. The prospect of state equalization of per pupil outlays may up the federal share of educational costs from the current 7% to as high as 30% of the total public school budget. With Congressional Democrats also strongly advocating huge increases, both parties are lined up on the side of more federal aid to public education.

Therapeutic Techniques
(Part 1 of a series)

Last summer, a dramatic controversy in the political arena brought mental health to wide public attention. We have learned that electrotherapy is not a throwback to the snake pit days of treating the emotionally disturbed. We have learned that 20% of our population requires treatment for mental disorders and that even more people probably could use therapeutic help.

We are interested in mental health because of the increasing incidences of "sick" behavior we have witnessed in the past decade—assassination attempts, political terrorism and an upsurge in violent criminal activity, especially among the young.



The mind has become everybody's business and how to control it, modify it, or facilitate its functioning has become a matter of increasing concern to helping professionals. Our traditional means of helping have failed with a large number of individuals and deciding what to do and how to do it has evolved into an issue of paramount concern.

In view of this concern, *Impact* has embarked upon a new series, to extend throughout this year, which will discuss new therapeutic approaches—their usefulness and applicability.

We begin this series with an article on William Glasser's Reality Therapy, an anti-psychoanalytic approach and with a way of training people to help others by Robert Carkhuff. Subsequent issues of *Impact* will focus on transactional analysis, primal therapy, various forms of family therapy and other approaches which we feel will enable helping professionals to more fully understand and utilize new ways of reaching out to people. Please let us know your personal interests and concerns so that we may formulate our series to best suit your needs.

Reality Therapy:
An Anti-Failure Approach

Impact is pleased to begin its series on new therapeutic approaches with an article on Dr. William Glasser's Reality Therapy, an approach to helping people confront their problems and achieve greater personal success in life.

Reality Therapy has been applied to many settings from private therapeutic practice to public institutions. This approach claims the advantage of being time tested and organized into a readily available training program which can be utilized by systems and institutions.

This article is based upon a personal interview with Glasser as well as a review of his books and articles. Interview remarks appear in italics.

For detailed information on how Reality Therapy can be implemented in your system write the Educator Training Center, 2140 West Olympic Blvd., Los Angeles, Calif. 90006. Books written by Glasser are listed in the bibliography.

Reality Therapy is not unique. It is unconventional. Because it is antithetical to traditional psychiatric theory and practice, it could conceivably undermine the psychiatric profession by taking therapy out of the hands of medical doctors and placing it in the hands of concerned individuals who have devoted far fewer years to their profession or who have no previous psychiatric or psychological training at all. Reality Therapy stresses warm human involvement; shuns pedagogic psychiatric categories such as dementia praecox, paranoid schizophrenia, and manic-depression; avoids examination and analysis of early trauma or past history; holds patients or clients responsible for their own recovery; and, in fact, rejects the idea that there is such a thing as mental illness. What Reality Therapy seeks to do, in short, is to force people to face their own reality and reshape their behavior in order to fulfill their needs. When people do not fulfill their needs they come to regard themselves as failures

Reality Therapy [though it had no name at the time] began in the 1950's when Dr. William Glasser, a third year medical resident, encountered "the most obnoxious child I had ever met." The boy, Aaron, shared characteristics of many people undergoing psychiatric treatment – he indulged himself in his own emotional deprivation, had trained himself in psychiatric jargon, was capable of being highly uncommunicative either through complete withdrawal or plunges into jibberish, talked "around" his feelings and succeeded in making his psychiatrist miserable. **And,** he failed to improve. In desperation, Glasser armed with Freud, Jung and all the other greats of psychiatry, threw down his traditional weapons and told the kid to "shut up and listen." He began to demand of Aaron that he be responsive to other people and responsible for his actions. Glasser let Aaron know that someone cared about him and that concern is not something to give, but to share.

• • •

Reality Therapy began because Glasser perceived that conventional therapies worked only for some patients part of the time, required inordinate amounts of time – sometimes years, and frequently, did no good at all. He saw countless examples of personal, professional and academic failure – delinquency, drug abuse, sexual excesses, obesity, craziness, psychosomatic illness and other problems compounded by a lack of societal remedies. Furthermore, few people could afford to avail themselves of help. Reality Therapy offered relatively fast results, and relied on the use of a broad spectrum of helping professionals, paraprofessionals, and empathetic nonprofessionals who were willing to learn to apply its principles.

1.

The principles of Reality Therapy begin with involvement.

> All other principles build on it and add to it. The therapist's problem is to provide enough involvement himself to help the patient develop confidence to make new, deep, lasting involvements of his own. The helping person, whether friend, family member, or professional therapist, must be honest and never promise to give more time than he plans to give. Even patients who desperately need their therapist will, upon becoming involved, accept an honest statement from the therapist that he can give only a specific amount of time. (Glasser, 1972)

There are a number of ways to get involved with a client, but talking about his problems and his feelings about them focuses upon his self-involvement and consequently gives his failure value. Glasser tells of one client, Pat, whose manifestation of her problem was obesity.

> The first part of Reality Therapy with Pat was difficult for both of us as I tried to create involvement between us and she tried to understand what I was driving at. Expecting to discuss her childhood, she found it difficult to understand that I was not particularly interested in historical material. Attempting at times to talk about her dreams and unconscious mind, she found me equally uninterested. Restricting the discussion to the present seemed sterile to her because her life was the rather humdrum existence of the rich suburban housewife who had difficulty in filling her days and much more in talking about what she did . . .
>
> After almost a year, we began to be more involved. I could point out her irresponsibilities. My regular presence and my stand for greater responsibility encouraged her to take a chance, and change. During the whole of the second year she slowly became more responsible. Although the change was not dramatic, she was less self-centered and more able to give to others, especially her husband and children, who needed her far more than she was originally able to admit to herself. She felt a keener sense of achievement and she lost fifty pounds. (Glasser, 1965)

2.

A second principle of Reality Therapy is examining current behavior. People often avoid facing their present behavior by emphasizing how they feel rather than what they are doing. Although Reality Therapy does not deny that emotions are important, successful therapists learn that unless they focus on behavior they do not help the patient. For example, a delinquent girl Glasser was treating in a group situation refused to admit her own faults and blamed Glasser for her detention in an institution.

> To avoid facing reality, Liz tried to be a junior therapist in the group, blandly assuming the role of the perfectly reformed girl who was eager to point out to others the futility of their ways. With my support the group turned the tables on her, forcing her to examine her own behavior despite her efforts to avoid it. We soon recognized that she always blamed everything that happened on others, maintaining the role of the unfortunate victim of circumstances. If I pointed this out to her she would say that I, too, was against her, and therapy would be stalled. To help her face reality and stop wasting time blaming me, I told her that she could leave when she made at least a C in each of her classes.
>
> After several months during which she tried every way to avoid doing better in cosmetology, she finally started to work a little harder. The group pressure started the change in her behavior, which in turn led her to become involved with the group and to recognize that they really cared for her, as shown by their efforts for her (Glasser, 1965)

3.

A third principle of Reality Therapy is that the patient must now examine and evaluate his behavior in a rational way and make a judgement that what he's doing isn't beneficial. *It's like an alcoholic saying, "Gee, drinking is the worst thing for me. Pass me a drink." He knows drinking is no good but he's still drinking because he has nothing else. But when he begins to get involved with another person and then you ask him to evaluate by asking "is drinking helping you?" he'll begin to say, "Well no, it would be much better if I did something else."* Drinking is like

any other companion—so is depression and a host of other problems. For example, depression serves a purpose. *The purpose it serves is that you become involved with your depression and a kind of circumscribed misery that you know and are familiar with in order to avoid facing the fact that you ought to be doing something worthwhile. The depression immobilizes you. Its painful. But it's less painful than giving it up. Sometimes I make a joke when a person tells me he's terribly depressed. I say, "Well, cheer up!" And everybody laughs at that statement, yet that's the most accurate and constructive thing I can really say. Reality Therapy gives the individual a chance to examine the situation and urges him to come to a decision.*

4.

Fourth, once someone makes a value judgement about his behavior, the person helping him must assist in developing realistic plans for action. Because planning requires knowledge of what options are available, a therapist who talks with many people making plans gains experience not available to the average person. As many problems revolve around family life, a therapist who is married and has children is usually better able to help plan than is a therapist whose life has not included marriage and children. Encouraging the person who needs the help to make the most of the plan himself is part of the therapist's skill. The therapist sometimes puts the person in touch with someone else. Glasser has sent patients to friends or associates of his who have more experience in particular fields to help the patient work out a detailed plan.

> Never make a plan that attempts too much, because it will usually fail and reinforce the already present failure. A failing person needs success, and he needs small individually successful steps to gain it. A student who has never studied should not plan to study one hour a night: at the start, fifteen minutes once or twice a week is more realistic. (Glasser, 1972)

5.

Fifth, a commitment. After a reasonable plan has been made, it must be carried out. To give the person greater motivation to fulfill the plan, ask him for a commitment. The commitment may be verbal or written; it may be given to an individual or group. It can be made between husband and wife, parent and child, teacher and student, therapist and patient. Commitment intensifies and accelerates the trying of new behavior. Without comment, without warm human desire to say, "I'll do it for you as well as for me," plans are less likely to be implemented. A written contract is good because people can remember, can have evidence of their plan to change their behavior. *At Ventura, the school for delinquent girls, we sometimes had them sign a contract when they left the school stating that they would come back. The girls objected, saying, "You don't trust us." I said, "That's right, I don't." The girls, while resentful at first, came to realize that I really cared about what happened to them. When you work with kids, you must be willing to be the adult.*

6.

Sixth, accept no excuses. The therapist must insist that a commitment made is worth keeping. The only commitments many failures have made are to their irresponsibilities, their emotions, and their involvement with themselves. These commitments have mired them deeply in

failure. The therapist cannot help unless he and the patients are both willing to reexamine the plan continually and make a mutual decision either to renew the commitment, if the plan is valid, or to give it up, if it is not.

Excuses let people off the hook; they provide temporary relief, but they eventually lead to more failure and a failure identity. Any time we take an excuse when we are trying to help a person gain a successful identity, we do him harm. (Glasser, 1972)

7.

And finally, don't punish. Not to punish is as important as not to take excuses.

Eliminating punishment is very difficult for most people who are successful to accept, because they believe that part of their success stems from their fear that punishment will follow failure. We believe punishment breaks the involvement necessary for the patient to succeed. When he does succeed, we give praise. Unlike punishment, praise solidifies the involvement. Punishment is any treatment of another person that causes him pain, physical or mental. Praise, always involving, leads to more responsible behavior. The purpose of punishment is to change someone's behavior through fear, pain or loneliness. If it were an effective means of getting people to change, we would have few failures in our society. Many incompetent and irresponsible people have been punished over and over again throughout their lives with little beneficial effect. Instead, punishment reinforces their loneliness. Confirming their belief that no one cares about them, it drives them further into self-involvement and increases their hostility or their isolation or both. (Glasser, 1972)

• • •

These seven principles have been used by Dr. Glasser and his colleagues during the past 15 years—in Ventura, the delinquent girls' school; in Watts, California schools; in the mental ward of a V. A. Hospital, and, as a result of the Educator Training Center, by 20 to 25 thousand school personnel in schools throughout the country. Glasser feels that these principles work because they fulfill very basic current needs of people. In his latest book, *The Identity Society*, he distinguishes people of the post World War II era from those prior to the war. People today are role oriented rather than goal oriented. Many people today, including adults, but especially the young, are seeking new life styles which will enable them to be themselves and have a personal stake in the tasks they perform. The relative affluence of our post-war society makes this search possible to some extent; we don't need to be as concerned with material struggle as were people of the pre-war era. But this change to role orientation is not uniform and this is causing not only generational conflicts but society-wide conflicts. Our major institutions—the family, the schools, the penal system, the welfare system are still operating as if achievement of goals leads to success and happiness.

The schools, our major socializing institution, is the most visible offender. *The school is still saying, "Learn this or you are a failure," but kids are saying, "We won't learn unless the school can relate to us as human beings."* Those who can't find personal relevance in the schools often turn against society and themselves, taking on the identity of failure. Failure is painful, so they may try to drown this pain in antisocial behaviors such as drugs, violence, inattention or total withdrawal. Of course, kids have no monopoly on failure—adults fail too, and resort to their "painkillers" in much the same way. *What we're doing with Reality Therapy, especially in the schools, is answering a need that came up. Teachers, therapists and so on have said, "We really want a little extra help; we just don't think we can do it on our own."* Realizing that these principles could be implemented with school personnel as therapists—as long as they're truly concerned and willing to learn—Glasser began to develop a Reality Therapy training program through the Educator Training Center. *It gives those people a chance to learn. There are a number of good role-oriented therapies* (Gestalt, rational therapy, transactional analysis) which differ from one another in minor aspects only. What is important is their unifying principles, and these principles say you have to get involved with people and then you have to help them understand that they do have some control over their behavior, and that they can make changes which will improve their lives. *In the schools, particularly the urban schools, we find uninvolved, unloved, already turned-off kids—products of parents who often themselves are lonely and uninvolved and are, therefore, incapable of providing their offspring with an atmosphere conducive to personal growth and responsibility.* The schools, like it or not, are often the only place some children can get involvement, can grow emotionally as well as intellectually. *There are kids who may have rooms full of playthings but are nevertheless lonely.* They may or may not be only children—usually they are children whose parents are

so involved in their own activities that the kids have no chance to participate in a functioning family. They may be "latchkey" children, coming home to empty houses. *When a child comes home to an empty house, its hard for him not to fail.* Because the children of today are role-oriented, *they are more interested in knowing not what they can do for society, but what their parents—and the school in particular—can do for them. When they fail to get involved they are soon labeled "failures."*

What can the school do for these youngsters? It can recognize their needs and restructure itself to provide the missing elements which will help them to become involved and responsible for their own lives and for the well-being of others. *The family should, of course, provide these elements which will help them to become involved and responsible for their own lives and for the well being of others but if it doesn't—and often it doesn't—then the school must do it or all of society will bear the burden of their failure.*

In training teachers to utilize Reality Therapy, Glasser stresses involvement and commitment. One simple but highly important procedure which helps teachers begin to create involvement is a daily meeting with students.

> A structured, well-planned class meeting is a good starter. I'm not talking about the ordinary class discussion. I'm talking about a meeting keyed to behaving in thoughtful, socially responsible ways. I'm talking about a meeting in which logical, orderly thinking takes priority. I'm talking about a meeting which involves everyone in the room—one in which kids learn to care for and respect each other and where meaningful participation takes precedence over the teacher's "right answer."
>
> Another technique we've found useful is cross-grade tutoring. This is consistent with Reality Therapy principles because these "learning by teaching" experiences help children become involved with each other as well as with the teachers they help. The experiences are carefully planned to be actively problem solving, sometimes for the tutor and sometimes for the tutee. Respectful involvement between students and teachers develops as they define tutor roles, achieve an understanding of task increments, practice positive feedback, stress positive attitudes toward change, and engage in evaluation and replanning.
>
> It is not uncommon to see a whole class moving to another grade level for a session. One activity sees the older class acting as secretaries for twenty minutes, taking dictation from lower-grade students. The tutors later return with a corrected copy of the dictated material. During the last school year, after discussing it with students, the Ventura staff decided to change room assignments so upper grades alternate with lower grades. This move facilitates the tutorial program by shortening the physical distance the upper graders have to travel, and adds to children's involvement with each other across age and grade levels. (Glasser, 1971)

There are many other individual and group techniques which teachers can use; they all involve the central core of Reality Therapy—involvement—learning to achieve this is the key. Glasser believes that most people are capable of becoming involved. This "faith" in people has generally produced results which teachers thought they were incapable of producing. *Although it isn't easy to function under the tenets of Reality Therapy, it can be done. It takes training, patience, and above all, perseverance. Grownups need to reorient their way of dealing with children academically. It is much more difficult to encourage children to think rationally for themselves than to provide them with pat answers.*

Although the schools, of necessity, perform the major socializing function for children, there is no reason to assume that Reality Therapy shouldn't be tried in other settings. These principles are definitely transferable. Families, for instance, can utilize them in strengthening their interrelationships. In his books, Glasser recounts numerous cases, of varying severity, in which families (parents and children, husbands and wives) use Reality Therapy to rethink their relationships and try to break down barriers they had created during the years. Obviously, more time and effort would be required of a family whose children were addicted to drugs or had serious mental disorders or in a situation were divorce is imminent. Reality Therapy works best when it can be used preventively or constructively but it is, as are most therapies, usually applied as a crisis intervention measure. At this stage of a situation, Reality Therapy can provide perspective and sound principles upon which to act. For example, a teenager, Judy, starts taking "downers and uppers." When her parents discover what she is doing she pressures them to help her retain her habit by threatening suicide and in general

acting out. Reality Therapy would suggest that they do the following.

> Judy's parents should flatly refuse to get her any drugs. Both to keep drugs from Judy and to set a good example, they should remove all the drugs from the house including tranquilizers and sleeping pills. Parents without enough incentive to stop using pills themselves have trouble helping their daughter. Finally, and a very important point, they should not discuss drugs with her on any occasion; despite what they might have learned, they know little about the realities of taking drugs. If, after discovering she cannot get drugs, she says she will stop all drug use except a little marijuana, they should make no comment. If she persists in trying to discuss drugs, her parents should say that they know nothing about them except that they are illegal. This approach will not work with an older child, but it sometimes works well with a young, unsophisticated child who has little access to drugs and who does not enjoy the effect of the drugs herself as much as the effect her use of them has on her parents.
>
> At the same time, her parents should work hard to establish a warm, friendly relationship, to encourage her to have friends over, and to keep involved. (Glasser, 1965)

• • •

In this newly ordained role-oriented society, people will continue to fail. But those offering them support must minimize this failure—help them rework and reshape their plans to achieve success. Reality Therapy works—but only because it is applied consistently and deliberately. *There's no magic about it.*

As a final note, however, to modify the apparent optimism held out for Reality Therapy—there are some cautions and there are some real societal and cultural dilemmas which make it difficult to apply Reality Therapy.

One of these starts with the fundamental core of human development—maternal participation in a child's upbringing. Now, at a time when most children are role-oriented, striving to achieve in a very personal, meaningful way, so are their mothers—and this produces conflict. *There is no way to get around the fact that the changing role of women is going to cause additional problems for children. Women are saying, "Look, we're human beings, and we want to fulfill ourselves in ways that go beyond their traditional one of wife, mother and housekeeper. Let somebody else take care of our children." Men, too, are looking for roles beyond their traditional one of supporting a family. Kids, though, still have the same basic needs for security and belonging—they don't know anything about Women's Lib or the need for human fulfillment in their parents. Unfortunately, there are few women so capable of involvement that they can fulfill themselves outside of their homes and still do the job with their children that needs to be done.*

Another nearly overwhelming problem we face is that some of our largest "socializing" institutions are really oriented toward punishing people rather than helping them. Our mental institutions rely on drugs and physical suppression of patients to muffle their "bad" behavior rather than changing it. Our prisons and reform schools subject people to isolation, stark surroundings, inadequate rehabilitation programs and virtually no civil rights or personal respect. *Not that we should release all prisoners, they are definitely a danger to society.* But we must find better ways of dealing with people who have already failed to adjust to and be accepted by society. Further rejection will not produce solid citizens.

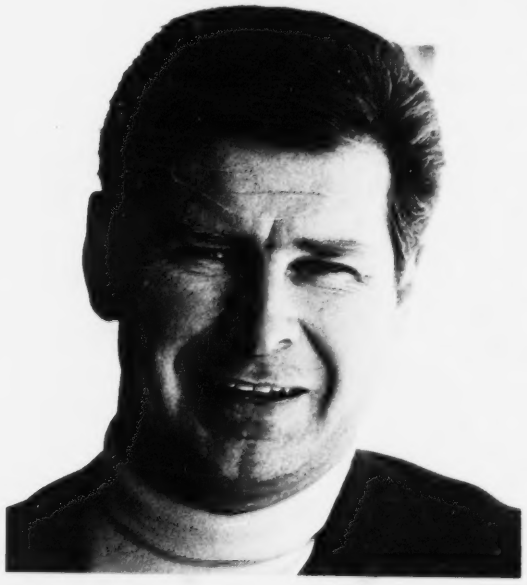
A final societal dilemma is that while our media opens new possibilities to us by expanding our knowledge and perceptions, it also tends to reinforce our self-image of failure. *The media establishes standards of performance so polished and refined that it makes what young people do seem inadequate by comparison. Aspiring athletes see the pros and think "What the heck? I'll never make it." And they give up because they can't see the years and years of hard work and disappointment it took the pros to make it.* Commercials seem to assure social success through the use of this toothpaste, that deodorant, this soft-drink, and that after-shave lotion. *Pepsi Cola helps you to make friends is the implication. The media has much that is good, but there's a lot that is on "just to make a buck," and too many lonely people are exploited by the media because they are not happy with their lives. They don't have a sense of personal worth–they identify with failure.*

Reality Therapy like other new therapies, requires a restructuring of our institutions and our minds. By applying its principles we can begin to initiate change—to recognize the needs of human beings who have a poor sense of identity and an attitude of failure. But we can make it work continually only if we first get those who influence society and its functions to "shut up and listen." We begin and end with involvement.

A Human Technology for Human Resource Development

by Robert R. Carkhuff

The second article in our series on new therapeutic approaches is concerned with human resource development. For this article Impact contacted Dr. Robert Carkhuff whose eclectic approach is broad in perspective and draws from other approaches in a systematic way.



Dr. Carkhuff is Director, Center for Human Relations and Community Affairs and Professor of Psychology and Education, American International College, Springfield, Massachusetts. He is best known for his two volumes on Helping and Human Relations *which Dr. C. H. Patterson hailed as "the most significant advance since 1942" and* The Development of Human Resources *in which Dr. David Aspy commented: "Carkhuff is as significant and relevant in the 1970's as Freud was in the early 1900's and Dewey and later Rogers were in the 1930's and 1940's."*

Definition of Approach

My efforts over the past several years have been toward developing a technology for human resource development. Whether education or rehabilitation, my concern has been with ferreting out the core of dimensions which all human relationships share and, then, discerning the unique contributions of a variety of potential preferred modes of developing human resources. In the process, we have developed a number of models for helping and human resource development.

Perhaps the most fundamental model is what I term "the helping effects model." Most fundamentally, what this model indicates is that the effects of helping upon the helpee (child, student, counselee, patient) are in part a function of the level of functioning of the helper (parent, teacher, counselor, therapist) in emotional and intellectual skills. We see these effects in our everyday activities—most clearly in teacher-student relationships where students flourish in their development one year and are retarded in their development the next year. There are several corollaries to this model. First, helping may have constructive or deteriorative consequences. Second, helpees of high level functioning helpers grow while helpees of low level functioning helpers deteriorate. Third, helpees move in their development toward the helper's level of functioning. The "helping effects model" places the largest burden of responsibility for helping squarely on the shoulders of the helper.

With regard to my "systematic eclectic approach to helping" which I referred to earlier, the fundamental proposition is this: There are a variety of potential preferred modes of developing human resources that contribute to human resource development. The ones with which we are the most familiar include the client-centered, existential, neo-analytic, behavioristic and trait-and-factor approaches which dominate our training centers around the country. Again, there are several corollaries of this model. First, there are a core of emotional and interpersonal conditions shared by all helping processes. Second, there are a variety of potential preferred modes of treatment which may under definable circumstances make a contribution over and above that made by the core conditions.

Third, the most effective preferred modes of treatment are the approaches which afford us a means for operationalizing goals and developing systematic procedures for attaining these goals and these seem to be the trait-and-factor and behavioristic approaches. Again, the approaches are put to the functional test of their unique contribution over and above human relationship contributions.

The "helping effects model" places the largest burden of responsibility on the shoulders of the helper.

As you can see, my approach is broad in its perspective drawing, in a truly eclectic sense, from those approaches which have a contribution to make toward human resource development. It is unique in the respect that I am trying to develop this eclectic approach systematically. Most important, I am attempting to develop and deliver for empirical and experimental testing a human technology for human resource development.

An Operating Illustration

Part and parcel of the process of developing a human technology for human resource development is "the developmental model for helping" which guides the helping process and provides us with criteria by which to measure our progress. It states simply that helping is a developmental process. One of its corollaries is that helping involves exploration, understanding and action as seen in Figure 1. In order for the helpee's action or behavior change or gain to be constructive, it must grow out of helpee undersxqnding; in order for the understanding to be accurate, it must grow out of the helpee exploration of the areas of his concern.

A related corollary is that helper responsiveness (responding accurately to a helpee's experience—empathy respect, specificity and initiative effectively from the helper's experience—genuiness, confrontation, immediacy) interpersonal skills serve developmentally to facilitate helpee exploration, understanding, and action. Figure 2 describes an empathy scale which serves to illustrate the different levels of the different dimensions. In other terms, we can learn the attending, responding, initiative, and communicative skills necessary to facilitate human change or gain. At level three of responsive dimensions, we formulate responses that are additive in the sense that they go beyond the helpee's expressions and thereby facilitate his understanding of the areas of his concern. In a similar manner, at level three of initiative dimensions we introduce action-initiative oriented behavior and at levels four and five we bring this to culmination in developing a constructive course of action, i.e., doing something about the areas of his concern.

In summary, there are skills to be learned and employed developmentally. Just as effective parents prepare their child for growth and development, so does the effective helper facilitate the growth and development of his helpee. The helper is initially responsive to the helpee's needs and ultimately both responsive and initiative at the highest levels as he tries to do something about meeting the needs of the helper.

The final corollary is that exploration, understanding, and action are recycled in an on-going learning process. The feedback from helpee action stimulates further exploration, more accurate understanding and more effective action in a potentially life-long learning process.

I might mention when we developed the training program to accompany the Educational and Career Exploration System, a computer-based guidance program piloted in Michigan, we set up a research design for assessing the effects of the counselor and the computer. In one study of outcome, we had five groups of students: (1) group I visited both the computer and a counselor trained in human resource development skills (interpersonal and problem-solving) and computer skills; (2) group II visited both the computer and a counselor trained in computer skills alone; (3) group III visited a counselor trained in human resource development skills alone; (4) group IV visited a traditionally trained counselor; (5) group V visited the computer alone. According to the self-reports, the counselors systematically trained in human resource development skills were significantly more effective than traditionally trained counselors, the computer alone, or the computer in combination with counselors trained in computer skills.

In this regard, I might add we were systematic in organizing each counseling session's activities. It was like pilots going on a mission: the first part of the first session, we emphasized only helpee-exploration; the second part, only helpee understanding; the third part only helpee action. It was similar between sessions with exploration dominating early contacts and action dominating late contacts and understanding being emphasized in the middle. The point is this: the more systematically we are trained and the more systematically we orient our helping sessions around exploration, understanding and action, bringing each session at least to some kind of an action "homework" assignment, the more effective we will be.

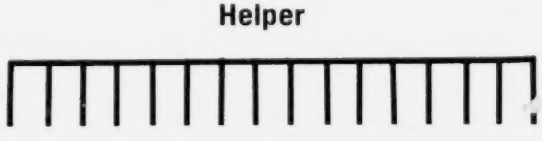


Figure 1. Extensive Response Repertoire of the Helper

Figure 2

Scale 1

Empathic Understanding in Interpersonal Processes A Scale for Measurement

Level 1

The verbal and behavioral expressions of the helper either *do not attend to* or *detract significantly* from the verbal and behavioral expressions of the helpee(s) in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself.

Example: the helper communicates no awareness of even the most obvious, expressed surface feelings of the helpee. The helper may be bored or disinterested or simply operating from a preconceived frame of reference which totally excludes that of the helpee(s).

In summary, the helper does everything but express that he is listening, understanding, or being sensitive to even the most obvious feelings of the helpee in such a way as to detract significantly from the communications of the helpee.

Level 2

While the helper responds to the expressed feelings of the helpee(s), he does so in such a way that he *subtracts noticable affect* from the communication of the helpee.

Example: The helper may communicate some awareness of obvious, surface feelings of the helpee, but his communications drain off a level of the affect and distort the level of meaning. The helper may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the helpee.

In summary, the helper tends to respond to other than what the helpee is expressing or indicating.

Level 3

The expressions of the helper in response to the expressions of the helpee(s) are essentially *interchangeable* with those of the helpee in that they express essentially the same affect and meaning.

Example: The helper responds with accurate understanding of the surface feelings of the helpee but may not respond to or may misinterpret the deeper feelings.

In summary, the helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings; but he indicates a willingness and openness to do so. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the helper *add noticeably* to the expressions of the helpee(s) in such a way as to express feelings a level deeper than the helpee was able to express himself.

Example: The helper communicates his understanding of the expressions of the helpee at a level deeper than they were expressed and thus enables the helpee to experience and/or express feelings he was unable to express previously.

In summary, the helper's responses add deeper feeling and meaning to the expressions of the helpee.

Level 5

The helper's responses *add significantly* to the feeling and meaning of the expressions of the helpee(s) in such a way as to accurately express feelings levels below what the helpee himself was able to express or, in the event of ongoing, deep self-exploration on the helpee's part, to be fully with him in his deepest moments.

Example: The helper responds with accuracy to all of the helpee's deeper as well as surface feelings. He is "tuned in" on the helpees' wave length. The helper and the helpee might proceed together to explore previously unexplored areas of human existence.

In summary, the helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individuals' deepest feelings.

This scale is a revision of earlier versions of empathy scales (Carkhuff, 1968; Carkhuff & Berenson, 1967; Truax & Carkhuff, 1967).

The more systematically we are trained and the more systematically we orient our helping sessions around exploration, understanding, and action . . . the more effective we will be.

Potential Client Populations

There are two fundamental ways in which behavior can be changed. The first involves the understanding or insight followed systematically by an action course. Unfortunately most insight-oriented helping processes (like the client-centered, existential, and analytic approaches) do not develop action programs. The second way involves changing the behavior and then consolidating the change with the insight into the charge. Unfortunately, many behaviorists (ally-oriented helpers) do not concern themselves with this understanding necessary to integrate and sustain behavior.

The process of exploration, understanding, and action which I have described may be entered at any phase although this is the typical sequence in which people learn. For those who are unable to explore or understand, like some severely debilitated patients, we may begin with an action course or by changing the behavior first and then utilizing the behavior to stimulate exploration and understanding.

In this context, we have piloted projects on every population concernable. The process of exploration, understanding, and action is the process by which people learn. Again, it provides us with criteria by which to measure our progress toward behavior change or gain. It holds for education involving the learning of new material. It holds for rehabilitation involving the resolution of old problems.

With the concern for client populations it may be helpful to develop still another model, "the functional diagnostic model for helping." This model dictates that helpees be assessed on their level of development rather than traditional diagnostic categories. In this regard, there are several relevant corollaries. First, helpees may be assessed on their levels of functioning between physical, emotional, and intellectual areas. Second, helpees may be assessed on their levels of functioning with physical (different fitness categories), emotional (different human relationships), and intellectual (different educational skills) areas. Third, both within and between areas, treatment is initiated in relatively the highest area of functioning below minimally effective levels. In this manner, the helper has the highest probability of successful and thus reinforcing experiences. Such a functional diagnostic model provides us with differential diagnoses that translate to differential treatment.

At the rehabilitation level, we have run family management clinics in which we have developed physical, emotional, and intellectual programs based upon the functional diagnosis of the individuals and families involved. For example in the emotional area alone, we might teach a non-responsive father to attend and respond with increasing frequency and duration to his wife and the children. In the same family, the mother has been taught the initiative skills necessary to solve problems, develop direction, and set limits on family behavior.

At the preventative level, we have conducted large scale social action programs where we have selected helpers on the basis of their physical, emotional, and intellectual functioning and complemented them with programs to develop similar functioning in their helpers. We have been successful in these areas in training correctional officers as helpers for inmates, community people as human relation specialists for students, and hard-core unemployed as social casework assistants. Potentially, anyone may be trained to be a helper. Indeed, the purpose of the helping process is to transform helpees into helpers.

Expected Outcomes

Still another model for helping will be relevant here. The "outcome model for helping" involves a goal of a helpee who is functioning effectively with regard to his environment. Therefore, helping must develop the helpee's level of functioning in physical, emotional, and intellectual skills (corollary 1). In addition, helping must develop the helpee's level of functioning in specialty area skills that are relevant to the helpee's environment (corollary 2). In order to accomplish this, the helper must be both model and agent for the helpee's change (corollary 3).

People learn what they are trained to learn. Outcome should be calculated to assess that which you train to effect.

In this context, we have employed just about every kind of index to assess outcome. In general, though, we have evolved to a position where we use indexes of what it is we are trying to effect in order to assess a change or gain. It simply makes good sense that if you are teaching reading you will employ an index of reading achievement rather than math achievement or a Rorschack inkblot test.

Outcome Model for Helping

Corollary 1
Helping must develop the helpee's level of functioning in physical, emotional, and intellectual skills.

Corollary 2
Helping must develop the helpee's level of functioning in specialty area skills that are relevant to the helpee's environment.

Corollary 3
The helper must be both model and agent for the helpee's change.

One program which we have conducted will illustrate in a very rich manner all of the models I have enumerated. Over a year ago we took over a delinquent institution in order to transform it from a custodial to a treatment orientation. We systematically selected (another model) and trained (also a model) the staff in physical, emotional-interpersonal, and intellectual skills (people development). In addition, we equipped them with the skills which they needed to develop over eighty programs relevant to their purposes from cottage maintenance through field trips to study and counseling skills (program development). One of the programs, the "student levels" program, involved the movement of the students through the cottage systems with increasing privileges and responsibilities according to their physical, emotional, and intellectual development. Finally, we organized the personnel and programs of the institution functionally according to skills criteria rather than civil service seniority (organizational development).

We studied the effects of our "changeover" program on outcome. First, we studied the student's development: physical functioning (fitness)—up 50% in one year; emotional functioning (interpersonal skills)—up 100% in one year; intellectual (computational and communication skills)—up 157% in one year. Next, we studied student and staff self-reports: student self-reports were 33% positive on entry, 100% positive on exit from the program and 68% positive overall; staff reports of the program were 83% positive overall on the effects of the program on students. Most important, we studied our rates of recidivism, runaway, and crime rates in the community from which the students were drawn: recidivism or the number of boys returning to the school was reduced 36% in one year; and runaway rate was reduced 56% in the same period; and juvenile crime in the community from which the students were drawn was reduced 34% during the same period.

In all, we assessed eight indexes of outcome to determine our effectiveness. Again, we calculated that effective people plus effective programs plus an effective organization to relate the people to the programs in the most facilitative manner (organizational model) would effect student development, self-reports, and recidivism statistics positively. And it did! However, it is to be emphasized that we conducted training to produce effective people and to equip them with effective programs in order to produce this effective outcome. People learn what they are trained to learn. Outcome should be calculated to assess that which you trained to effect.

Implementation

I think the most important extension of my previous answer comes in the form of a "training model for helping" which dictates that training is the most efficient mode of human resource development. With regard to helpers, whether functional professional or credentialed professional, this means that the personnel must be systematically selected (corollary 1) and trained (corollary 2). With regard to helpee populations, this means that the helpees can be directly trained in the skills which they need to serve themselves (corollary 3). Training is indeed the preferred mode of developing human resources!

. . . necessary for the human resources development of the helpee are the human resources of the helper.

This training model is complemented effectively by a "programmatic model" which indicates that systematic programs are the most effective means for developing human resources. In this regard, systematic problem-solving procedures enable us to operationalize goals and develop preferred courses of action (corollary 1); program development procedures enable us to operationalize programs to implement preferred courses of action (corollary 2); program development skills will enable us to develop systematic helping programs in the whole range of physical, emotional, and intellectual areas.

We have conducted a variety of "training a treatment" programs with great success. We have trained patients in the kinds of skills which they need to adjust in or out of the hospital. We have trained

parents of disturbed children to work with each other and their children. We have trained families to reconstitute and regenerate themselves. We have trained inter-racial and cross-generation groups to work more effectively with each other. We have trained community people to reconstitute and regenerate their communities in education and career development. In every instance we have found systematic training to be more effective than all other forms of treatment.

The resources necessary for the human resource development of the helpee are the human resources of the helper. In addition, the helper must have the commitment to learn the human technology necessary to change the helpee. The cornerstones of this technology include interpersonal skills and problem-solving skills and program development skills. These skills can be utilized to develop any number of physical, emotional, and intellectual program skills, including physical education skills, human relations skills, curriculum development skills, teaching methodology skills, and career development skills. The skills may be learned at the level of helpers directly dispensing services to the helpee or at the level of trainers who train both the helpers and helpees, or at the level of master trainers who have conquered all of the skills within the physical, emotional, and intellectual areas and can guide and supervise the activities of specialty trainers within the areas. At the highest levels, individuals may learn the organizational and management skills in addition to conquering all of the physical, emotional, and intellectual skills necessary to become a consultant or human resource development. To start, all it takes is one professional with the physical, emotional, and intellectual resources and the commitment to learn the technologies necessary to develop his own as well as the resources of others.

Information Sources

I have been trying to bring together the expertise necessary to produce a human technology. In the psychological area, including treatment, we have Dr. Bernard G. Berenson and Dr. Richard M. Pierce. In education development we have Dr. David N. Aspy, Dr. David H. Berenson and Dr. Jeanette Tania. In community development we have Dr. Andrew H. Griffin and Dr. George Banks. In manpower and career development we have Dr. Ted Friel and Dr. Dan Kratochvil. Actually, we have many more people, functional as well as credentialed professionals but these are the people who are with us on a full-time basis. In addition, we are constantly searching out people who want to join us, not just in our attempt to develop a human technology but in our attempt to develop human and community resources on a large scale.

We might teach a non-responsive father to attend and respond with increasing frequency and duration to his wife and children.

The helper must have the commitment to learn, the human technology necessary to change the helpee.

As a group, we are oriented toward conducting training programs. However, we are disposed toward doing so in a consulting context at the site of the parties involved. In this manner, we can effect the design of the program and the application of the skills learned by the trainee products.

In addition, I have developed a publication outlet: *Human Resource Development Press*, Box 222, Amherst, Massachusetts 01002.

Already, we have produced one first text:

The Art of Helping: A Guide for Developing Helping Skills for Parents, Teachers, and Counselors.

It is a first level program, written in clear and simple language with words and pictures portraying the skills involved. Even here, though, the technology in the hands of a competent trainer is the most effective learning modality. Other texts are completed and in various stages of production:

The Art of Problem-Solving
The Art of Program Development
The Art of Making a Good Career Decision
The Art of Teaching
The Art of Training
The Art of Parenting

For serious scholars and researchers, there are the books summarizing the research and demonstration projects upon which the technology series are based:

The Development of Human Resources. New York: Holt, Rinehart & Winston, 1971.
Helping and Human Relations, Volumes I and II. New York: Holt, Rinehart & Winston, 1969.
Beyond Counseling and Therapy. New York: Holt, Rinehart and Winston, 1967.
Sources of Gain in Counseling and Psychotherapy. New York: Holt, Rinehart & Winston, 1967.
Toward Effective Counseling and Psychotherapy. Chicago: Aldive, 1967.

After responding to *Impact's* questions, Dr. Carkhuff asked a question of *Impact. Impact's* response appears in **Advocate.**

What is *Impact* going to do to have a real Impact on the world?

I have responded to your inquiries. I would like to initiate some inquiries of my own. I am attracted by your title and your stated purposes. I think you have made some real effort to personalize your offering. But, ultimately, we must do more than that.

We must do more than inform. We must develop direction. We must make judgements. We must take stances.

I will tell you where I am. Developing the technology for human resource development is exciting. What is not exciting is seeing successful demonstrations of human resource development either not implemented on a large scale or dismantled on a small scale. For example, we can develop the skills of black and brown children at or beyond those of white children. But others have chosen for us not to do so on a large scale. Every project that I have mentioned here has run this risk of the latter. With administrators oriented toward political expediency rather than human effectiveness, effective human projects are more likely to be undermined than ineffective ones because the administrators recognize the potential for translation to political power, i.e., "if it works here, I will have to allow them to implement it in my other divisions and I cannot allow this to happen."

Most dramatically, the delinquent institution, the success of which I describe earlier, tried to "kick" the superintendent who administered the program "upstairs." When he courageously refused because of his commitment to the program and most important to the kids the program was servicing, he was "fired." Now, no operation services the effective people and programs who implement it. This school had its race riots, high recidivism and runaway rates prior to the "changeover." Within a matter of months it will again.

Counselors as a group are in a unique position to do something about these tragedies. Historically, the counselor was seen as the agent of the student's welfare. Hopefully, he may be again. But only if he commits himself to his own physical, emotional, and intellectual development and to learning the human technology to develop the physical, emotional, and intellectual resources of those for whom he serves.

Those few of us who have made the commitment are not enough. Only when strong parents get together can strong children be developed.

Does *Impact* take a stand? Where does *Impact* stand?

I am interested. Thank you for the opportunity to expose you to my technology and commitment to human resource development.

advocate

One of our contributors this issue, Dr. Robert Carkhuff, turned the tables on *Impact* and asked us a pointed question: "What is *Impact* going to do to have a real impact on the world." We like that. His concern is one to which all counselors should address themselves. We have, therefore, departed from our usual practice in "Advocate" of presenting a statement on a particular issue or topic in order to provide Dr. Carkhuff and you with *Impact's* response to his question. We welcome reader involvement and reaction to this dialogue.

What is *Impact doing to have a real impact on the world? Right on! There is nothing intrinsic in the role of the counselor or another publication which is self-justified or instrinsically worthy. In a time of scarcity of all the important resources–human, energy, money, and skill we need to continually ask ourselves "why are we doing this and what is it worth?"*

First *Impact* has a number of priorities. We try to fit them together in such a way that by being a member of our system a counselor can be impactful. Ours is a facilitating, and assistive stance. We exist as a publication and a communication system not as something necessarily important in its own right, but rather to influence and/or provide assistance to other people in defining and reaching their goals. Most specifically, *Impact* wishes to increase **counselor power.** We aim to do that through assisting counselors in the imaginative use of knowledge. Knowledge is a power that can make the difference between highly focused efforts that use the most effective strategies and poorly focused efforts whose impact is limited to one counselor's experience and insight. Power comes from knowing how to do it. That is why *Impact* devotes its time to analyzing programs, practices, ideas, and resources from an extremely wide range of publications and programs. We want counselors to

devote less time to reading and more time to thinking about and working at the implementation of new and impactful practices and programs. **"More power to the counselor"** is one of our big mottoes.

It is our view that many counselors operate upon implicit and relatively unexamined value systems. They are good people and they feel they do good things but they have never consistently considered either the implicit or explicit values present in their role and in their work. We wish to assist counselors by questioning, examining, confronting, and challenging them. We think the values that counselors have make a great difference in what it is they do, how they do it, and the impact they have on the people they are associated with. We wish to aid the counselor in the continual task of value clarification and adoption. **We value a counselor's values a great deal.**

Communication among counselors and other helping professions, if it is going to be helpful, must be explicit. It is necessary for us to tell what we did, under what conditions, for what reasons and what outcomes came about as a result of our efforts. This provides the opportunity for someone else to study and examine what it is that we have done and decide its relevance for them. We believe this explicit communication of experience and ideas can and must lead to the greater personalization of, involvement in, and customization of guidance concepts. It isn't more talk that we need, or more rhetoric about the importance of guidance and counselors—what we **do** need is a great deal more communication about programs and practices that have worked and have the potentiality for working again in other settings. A counselor, perhaps more than any other professional, is a person who performs his work in the total absence of observation either by other professionals or the public. If we are going to profit from one another's learnings and involvements we must develop more explicit communication. *Impact* **is working to create an interchange among counselors as to what it is that is worth communicating about.**

Carkhuff says that many of the ideas that he though had great merit lacked impact because they were adopted only on a small scale. That doesn't surprise us. Innovations are seldom adopted on their own merits. We are working within complex social systems wherein different subgroupings within that system may have very different needs and goals than do the generators of a new program or practice. We have no desire in *Impact* either to attribute the ills of our schools and colleges to one group such as administrators or to overestimate the power that we feel they possess in the diffusion and adoption of innovations. Rather, we wish to assist counselors in the adoption and utilization of innovations. We offer ideas for the development of a broad community of support so that truly meritorious programs can win the active support and advocacy of both producers and consumers. We clearly see the need for counselor leadership in change agentry and involvement in the change process because of their understanding of and commitment to the process of planned change in education and guidance. More basically we endorse the concept of a "populous" approach whereby students, parents, and teachers themselves can be guided into becoming the change agents within their systems so that they can make these systems more humanizing, more facilitating climates in which to live and learn.

One of the major goals of *Impact* which we constantly stress is assisting counselors to define their worlds, both micro and macro. We would like to see counselors involved in the delivery of services and help to individuals and small groups. We also think that counselors should be actively involved in examining and changing the larger environments in which they operate. It is all too easy to work only with casualities and become an illness profession. Ours is one that must become preventive in the sense of working on a system, where the ills reside. In many situations it is not the individual who needs treatment; he is only expressing those behaviors and insights which the system has taught him. It is the system that should be our client and needs our help. Counselors, because of their awareness of the impact of various aspects of the system upon individuals, should be in a position of articulating what is wrong and what is needed and providing leadership to coalesce the full range of human and physical resources that exist in our institutions. We say the counselor has many turfs in which he must prepare to operate—not only responsively but preventively. Ignore one of them and you do so to the detriment of those you seek to serve and your own growth and professional conscience.

We are in short proposing that outreach must become a major aspect of counselor behavior. In doing so, counselors must be better informed than those who will oppose them, more skillful in implementation that those who would continue to do that which has been done in the past, and more involved in change and innovation than those who wait to be sure it is safe before they innovate. We are, in short, encouraging the counselor to be a reasonable adventurer, a moderate risk taker who out of both experimental and research knowledge knows what needs to be done; through insight into and skill in the implementation of innovations can bring about change; and because of an involvement in and commitment to human development, will bring home change.

That is where *Impact* stands. Where do **you** stand?

G. R. W.
S. F. K.

flashes... flashes... flashes...

(Reverse Racism is becomming a focal point of a spreading national controversy.) . . . there are many who fear the apparent trend toward quotas and reverse discrimination. Some of their arguments are of a practical sort. How are the favored "minority" groups to be defined? The Boston court, for example, wondered whether the Spanish-surnamed would include a graduate of Madrid University. Do the blacks to be favored, for example, include the Harvard graduate as well as the ghetto dropout? . . .

Nathan Glazer
N.Y. Times
March 12, 1972

. . . A University of Michigan Institute for Social Research survey to determine how well the pursuit of happiness is going in America found that 58% of the men in the sample said they were "completely satisfied" with their marriages, compared to 53% of their wives. Also, 42% of the working women interviewed said they were "very satisfied with their jobs" while only 33% of the employed men felt this way . . .

. . . Five school districts in Michigan have received State Board of Education approval to implement a 12 month school year . . .

. . . The National Council on Venereal Disease has proposed federal spending of $296 million over the next five years for VD control. Included in its proposed program is VD instruction down to the 7th grade in public and private schools, more research and a search for vaccines and VD courses in medical school curriculum . . .

. . . The Irish eat the most. Americans brew the most beer. Swedes live the longest. People in Liberia get married the most. And the Russians are threatening to catch up in several categories, according to the U.N. Statistical Yearbook . . .

. . . "Men's Lib" groups ask why men must be stalwart and aloof, smoother their emotional responses and always prove themselves as breadwinners or in sports. The men's movement has groups meeting in Berkeley, California, New York, Boston, San Francisco, Denver, and Chicago and is taking aim at emotional stereotypes because "Cliched sex roles affect men, too." . . .

. . . The Higher Education Bill approved by Congress establishes Basic Educational Opportunity Grants (BOGs). BOG grants will be made directly to students on application to the federal government, whereas previously most federal aid reached needy students via the colleges and their financial aid officers. In some ways, it is like a new, larger GI Bill. Under BOGs, every student whose family can't be expected to help meet his college costs will be entitled, "not as a privilege, but as a right," to a grant of $1,400 a year. Only students whose families are below the poverty line qualify for the full basic grant . . .

. . . The U.S. Office of Child Development is working to create a new type of day care professional whose credentials will consist of a "demonstrated competency in working with children" rather than the completion of a college education. This child development associate will be a middle level professional . . .

. . . The Evaluation of the Emergency School Assistance Program whose purpose was to examine the effectiveness of first year ESPA grants to school districts in improving the racial climate of schools found that ESPA activities in counseling, counseling support, student programs, and remedial programs were significantly associated with positive racial climate changes . . .

. . . The American Virgin Liberation Front states as its purpose: "To establish freedom for those persons who wish to refrain from sexual activity." the AVLF wants to remove the stigma presently attached to chastity and replace it with pride . . .

. . . A major computer study of world trends has concluded that mankind probably faces an uncontrollable and disastrous collapse of its society within 100 years unless it moves speedily to establish a "global equilibrium" in which growth of population and industrial output are halted . . .

. . . The National Coalition of American Nuns (NCAN) has issued a "Declaration of Independence" calling for sexual equality in churches, including full priesthood for women and elimination of the college of Cardinals . . .

. . . The President's Committee on School Finance has recommended that state governments assume most of the cost of education from local government to eliminate the gap in school quality between rich and poor neighborhoods. Also recommended were: (1) some form of regular education beginning at age 4, (2) increased financing for "child benefit" services, and (3) increased research designed to meet the needs of inner city schools . . .

. . . Three New York psychiatrists have reported that more young men than ever before have been complaining of impotence – a problem generally associated with age. In the case histories of many of these young men was a common theme – the inability to satisfy their partners. An initial failure led men to doubt themselves, leading to greater anxiety on the second encounter and making impotence all the more likely . . . (casualties of the liberated woman?)

. . . The spreading epidemic of drug abuse in the country has brought with it an increase in infectious diseases caused by the use of contaminated needles and syringes among persons who inject themselves with heroin, amphetamines and many other drugs . . .

. . . A 13 year old girl, Anita Bresson, competing with 45 boys in a soap box derby in Del Ray, California won and when asked how she felt, cried and said, "I didn't mean to." . . .

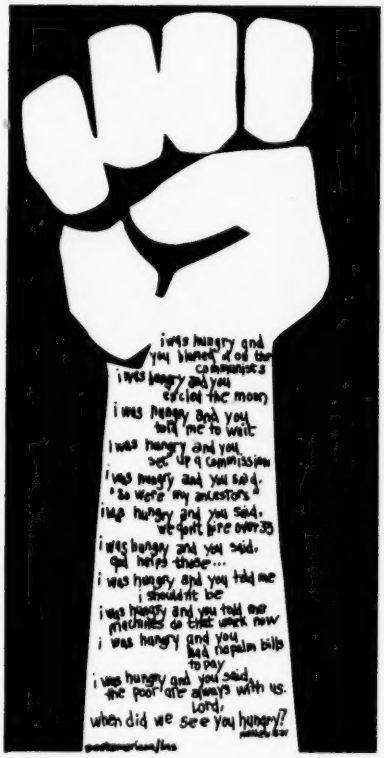
. . . Voters defeated a millage request of the Willow Run, Michigan School District. In presenting the expected cutbacks the assistant superintendent indicated that included will be five high school counselors and one junior high school counselor. This will leave one Title I paid counselor in the high school . . .

. . . Last year the Bible was outsold by Quotations from Chairman Mao . . .

. . . American women are marrying later but are getting divorces and remarrying at a faster pace says the U.S. Census Bureau . . .

underground soundings

. . . a collection of thought-provoking writings drawn from several radical and underground tabloids. This issue, the theme—
OPPRESSION—
BUT FROM WHERE,
FROM WHOM?


i was hungry and you blamed it on the communists
i was hungry and you called the man
i was happy and you told me to wait
i was hungry and you set up a commission
i was hungry and you said, "so were our ancestors"
i was hungry and you said, we don't live over35
i was hungry and you said, god helps those...
i was hungry and you told me i shouldn't be
i was hungry and you told me machines do that work now
i was hungry and you had napalm bills to pay
i was hungry and you said, the poor are always with us. Lord, when did we see you hungry?

Does it matter that "i was hungry"? "Sure, it does," we say. Well then, what do we, as individuals, do to help remedy the metaphysical hunger?

One extreme way our society destroys us is to make us destroy ourselves. Anger and hopelessness about our situation is turned inward: rather than group together to change the oppressive conditions affecting our lives, many of us withdraw, become lost in our depression and try to kill ourselves.

. . . Often the people with the sharpest sensitivity to the hopelessness of their lives make attempts: they refuse to play the hypocritical games our society demands.

. . . At times sucidal people are cut off from everyone and the person who helps may be the only one who really does care for them at the time. This is a heavy burden to take on, a serious responsibility. These people may need close and continued personal contact through a period of time. If you can do this, do it. If you cannot, don't promise what you will have to fall down on. Your relationship with the person can make a critical difference and rejection would just make suicide more likely. It is ideal for a group to help so that more emotional support is available and people can work together to help the person bring about changes in their life situation.

Some suicides—people with terminal illness, people who have much physical or emotional pain—may be unavoidable. But MOST suicides are preventable. "Do your own thing" is not a correct philosophy to follow when it's a matter of a sister or a brother's life, and they are essentially uncertain and conflicted about what to do. We have all been messed over. By reaching out to someone, you may be able to help save their life and bring them back into the struggle.

[*Rough Times*, June 1972, p. 3]
(formerly *The Radical Therapist*)

". . . the struggle"—FOR SURE!

Consider, too, the struggle that took place in June at the American Medical Association's (AMA) annual convention in San Francisco, between some "questionable" observers (underground newspaper folks) and some AMA officials:

Chanting "Hey! Hey! Whaddya say! Smash the sexist AMA!" and "No more profits in doctors' pockets!" 200 demonstrators marched to the Hilton Hotel to picket a meeting of the House of Delegates, the AMA's 241-member governing body.

They presented a list of six demands: (1) free, easily accessible health care for everyone; (2) democratic control of all health institutions by health workers, patients, and community representatives; (3) an emphasis on preventive medicine, not just emergency care; (5) an end to race, sex, and class discrimination in health jobs and in health care; and (6) AMA endorsement of the Vietnamese Provisional Revolutionary Government's 7-point peace plan to end the war. Dr. Charles Hoffman (new AMA helmsman) insisted that a national health care system in America would never work: "The cost would be tremendous, the abuse would be tremendous, and the majority of patients would be deprived of much medical care."

When health care is free, too many people come to doctors "with nothing wrong," he claimed. "Let's face it, after three generations of welfare, there are people who have forgotten how to work."

As for the legislation to which the governing House of Delegates attended, among the actions taken were the following:

Reversing its stand of three years ago, when the AMA declared pot "a dangerous drug," a committee that studied the question for two years proposed decriminalization of marijuana use in agreement with President Nixon's hand-picked Commission on Marijuana and Drug Abuse. But the House of Delegates followed Nixon's lead in rejecting the position of its own task-force.

And, despite the efforts by some delegations to win support for a liberal resolution in favor of gun control, the AMA rejected the proposal for all the wrong reasons.

"In my country," declared one doctor from New Orleans," a man is raised with the idea that his wife, his gun, and his dog are his own business."

[*Fifth Estate*, July 28, 1972, p. 9]

As Saul Alinsky has so simply, yet eloquently, written: If you're a *Have-not* you're out to get, and your morality is an appeal to a law higher than man-made laws—the noblest ideals of justice and equality. When you become a *Have* then you are out *to keep* and your morality is one of law, order, and the rights of property over other rights.

(Revellie for Radicals, p. X)

Aligned with the demand for stricter gun control, the Black Panther Party interprets the recent Supreme Court decision, to abolish the death penalty as "cruel and unusual punishment," to mean:

. . . that if a person makes it to court and is found guilty of having isolated a law, the State may not kill him. In a recent statement, the Chairman of the Black Panther Party, Bobby Seale, clearly pointed out the fundamental flaws in this watered-down concession to the People's long-standing demand: Firstly, even if no court ever again sentences a person to die, the right of the State to kill must be completely outlawed. THE DEATH PENALTY MUST BE OUTLAWED ON THE STREETS. The majority of people murdered at the hands of the U.S. government are not victims of

court decisions, but the victims of racist, fascist personal decisions of the average pig on the streets. Certainly in the Black, Chicano, Puerto Rican, Asian and other minority and poor communities this is clear. In addition, many more are killed inside prisons and jails by State authorization. (Comrade George Jackson and the Massacre at Attica can easily remind us of that.) Furthermore, in the State of California, for example, police, the enforcers of the law, have the right by law to shoot to kill "fleeing suspects." All over the country, in fact, police have made "fleeing suspects" of our beautiful youth, particularly, of Black people and oppressed people generally.

(The Black Panther, July 8, 1972, pp. 11-12.)

In other words, the Black Panthers see the court's decision as skirting the crucial issue: the need to take away guns from the police, since the majority of Blacks and oppressed people are victims not of court decisions but of racist, facist decisions of policemen *on the street!* This contention *could* be difficult to disprove.

Oppression can be self inflicted. In marriage there can be oppression, but in marriage counseling there can be hidden put downs. Watch out, says Mauree McKaen, who's been doing it for six years because:

Seeking counseling is an assertive, appropriate, courageous act, and so is testing the quality of the service. It is neither impolite nor inappropriate to do all you can to insure that the quality of service received will be satisfactory. The following tips are offered in the sincere hope that they will assist you in this effort.

Briefly, they are as follows: 1) find out in the first interview where the counselor stands on such issues as sex roles, "a healthy person," successful outcome for the counseling; 2) never consent to continue counseling once your mate has dropped out; 3) don't answer questions if their validity or relevance is in doubt; 4) concentrate on how to get to the point where you don't need counseling; not on what brought you to needing the counseling; and 5) demand that by the end of the third session, at least, you, your mate, and the counselor have negotiated and *written* a positive, goal-oriented treatment contract. This contract will insure the quality of treatment and should include the following:

GOALS: The contract should clearly state in observable terms what the counselees wish to look like at the end of treatment (point of destination). Goals should be mutually negotiated and so specific that any three people reading the goal and observing the marriage could agree whether or not the point of destination had been reached.

OBSTRUCTIONS: The contract should clearly state what obstacles exist at the onset of counseling (point of origin) which will have to be dealt with to successfully achieve the point of destination.

PROGRESS POINTS: These are sometimes called intermediate goals. They are clear statements of observable behaviors that mark progress from the point of origin toward the point of destination.

OBLIGATIONS: The contract should clearly state the obligation of the counselor and counselees.

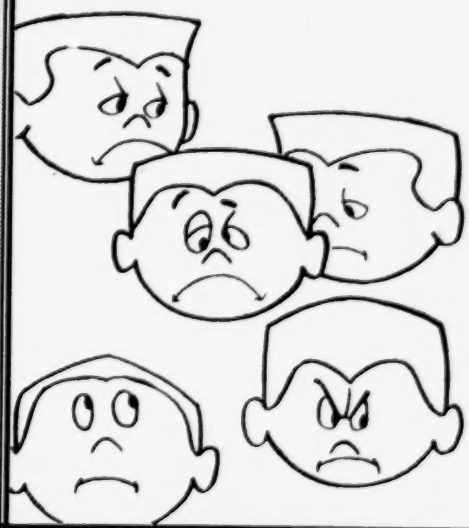
INVESTMENT ESTIMATE: The contract should indicate at least the approximate amount of time that will be invested to achieve progress points and termination goals. In my opinion, marriage counseling that extends beyond 3-6 months without any concrete indicator of progress being achieved, is goalless, doomed to failure, and inexcusable.

Finally, the most important thing to realize is that marriage counseling is a process whereby three *equal* persons concentrate their knowledge and experience on goal achievement. Counselors have no magic hidden cures to alleviate painful human dilemmas. At best, the counselor brings to the experience the ability to honestly reflect people and their circumstances to themselves, to assist counselees in isolating and solidfying their goals, and to aid in procuring and drawing out the resources needed by the counselees if they are to deal with their circumstances and to achieve their goals.

(her-self Vol. 1, #3, p. 1)

Oppression? Yes! But from where and from whom? Look about us: at our colleagues and neighbors. And ourselves. Survey the institutions and systems which we serve, and those which "serve" us—in the attempt to fulfill and provide "the good life." Alas! We must continue in "the struggle." Let us not despair, for there is a "yes" to be heard through the "no." Venceremos! (We shall overcome!)

Peace



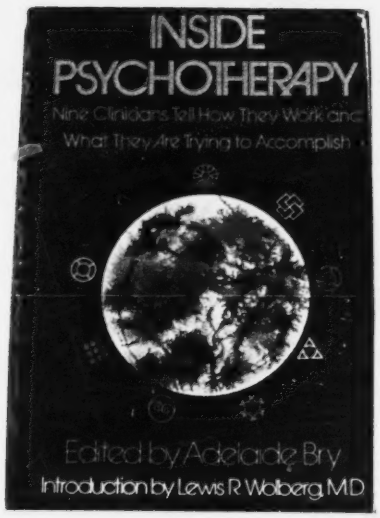
Why Are These People Frowning?

In our last issue of Impact we showed you a sea of smiling faces—belonging to group rate subscribers.

The group before you now did not take advantage of our group rate offer. Note the dour difference.

Of course, there is still time to get on the bandwagon. Poverty stricken students, budget crunched school systems and local counseling organizations can turn their frowns upside down. So smile—gang up on us and save! (For details write: Impact, P.O. Box 635, Ann Arbor, Michigan 48107.)

reviews


INSIDE
PSYCHOTHERAPY
Nine Clinicians Tell How They Work and
What They Are Trying to Accomplish
Edited by Adelaide Bry
Introduction by Lewis R Wolberg, M.D.

Inside Psychotherapy, edited by Adelaide Bry, Basic Books, Inc., New York, N.Y., 1972. 162 pp. $6.95.

For someone interested in obtaining a quick, yet fairly comprehensive overview of major theories in psychotherapy, Adelaide Bry's *Inside Psychotherapy* is recommended reading. The compactness of the issue overcomes, what would normally be the laborious task of covering an endless number of approaches. The author chose to interview nine therapists:

- Van Buren O. Hammett, M.D. – Psychoanalytic Therapy
- David Hart, Ph.D. – Jungian Therapy
- Erwin Singer, Ph.D. – Frommian Therapy
- Frederick Perls, M.D. – Gestalt Therapy
- Joseph Wolpe, M.D. – Behavioral Therapy
- Ross Speck, M.D. – Family Therapy
- Ivan Alger, M.D. – Group Therapy
- Frederick Stoller, Ph.D. – Encounter Group Therapy
- Paul Bindrim – Nude Marathon Therapy

The content of the book closely follows its title because one *does* get the feeling of being inside each psychotherapy and familiar with how the different approaches are practiced.

The interview approach also adds to the book's appeal. The style is spontaneous and flexible. The author interacts with the therapists rather than using a straight question-answer dialog. For example, in one of Perls' last comprehensive interviews, the author, with some degree of resistance, role played under Perls' skillful direction. Through the example, one is able to see the Gestalt style used by Perls that worked so effectively for many years. On some occasions, the author did keep to her script by asking several of the therapists how they would deal with her fear of flying.

The psychoanalytic approaches to this problem (fear of flying) as described by Dr. Hammet would be first to determine the severity of the problem. If one wanted to get rid of the symptom as quickly as possible he would refer to behavior therapy.

In the case of behavioral therapy, as described by Wolpe, one might use a desensitization approach. The patient would be taught to relax. After this process (maybe 3 to 4 sessions) a hierarchy of situations that would evoke the fear would be presented. Gradually through the process of learning to relax and being able to gradually associate this relaxation with the fearful situation, the symptom will be removed. If one wanted to work hard at the cause, so one would never be bothered again, or would not cause another symptom, Dr. Hammet would recommend analysis as the method of treatment rather than behavioral therapy.

Both psychoanalytic and Jungian therapy would refer to the unconscious to offer clues to the fear of flying problem. Gradually feelings related to the fear of flying would come out in the discussion which might show that the underlying situation is much broader and deeper than thought and the basic problem had nothing to do with flying. Dr. Hart distinguishes Jungian approach from the classical Freudian by "the attitude toward the material and toward the person. In Jungian therapy it is taken for granted that the person is striving for wholeness, or striving to be well."

Perls, in Gestalt therapy also refers to the fear of flying as a problem that implies a striving toward integration. The therapist's task is to help the person to get close to and integrate the varied thoughts and feelings surrounding the fear.

It is interesting that one finds little contrast between many of the approaches; more basic similarities than differences are evident in these nine therapies.

What the text does not do, is claim to be a reference or resource guide for someone interested in obtaining detailed information about the various approaches. There are no references included throughout the text other than a reference to the setting from which the key therapists operate. But there are rich illustrations which should provide many readers with vicarious insight about psychotherapy.

A final plus for this book is an eighteen page introduction by Louis R. Wolberg. Dr. Wolberg provides a fast paced, incisive overview of the different approaches, that taken by itself, would be virtually enough reason to purchase *Inside Psychotherapy*.

letters

Dear Editors:

In response to Wilbur Cohen's interview (Spring, 1972), . . . Professor Cohen said "we must always be sensitive to the potentiality of over professionalism" and that "we now *ought to have* a greater degree of competence and ability to handle those kinds of problems in a more flexible way."

I believe he retreated to his ivory tower for this response. With local boards of education decimating guidance and counseling programs throughout the country in order to "save money," it appears to me that the name of the game is "power." If we continue to act as individuals in an "altruistic, professional, gut level" manner we will be overrun by those forces which are realistic enough to accept this power game.

Although I agree that immediate goals may be temporarily postponed, in the long range I believe that the only hope for educators is "the larger bargaining unit" which will insist upon society's giving a fair share of its resources to the education and growth of its youth.

Yours for change,
Murray E. Wilkow, Ed. D.

Dear Editors:

As a veteran of the conflict in Vietnam, and as a newly enrolled graduate student in counselor education at the University of Iowa, I would like to share my responses to your article, "One More Battle for the GI – The Homefront" (Winter, 1972).

I was somewhat dismayed at the article's apparent neglect of eliciting some positive response from the federal government and government officials concerning the needs of the veteran and the federal government's responsibility in this area. Professional counselors have an obligation to press for favorable government response in areas like funding of programs and, perhaps, a coordinating effort.

Drug counseling for the veteran will have to be stepped up. Budget, family and educational-vocational counseling (how and where to apply, the necessary qualifications, types of programs and course offerings) must be made available. The federal government must take the initiative in providing funds and centers for veterans.

Let us not fall into the trap of rearranging sets of statistics so as to present a more palatable outlook to the general public or concerned government officials.

Sincerely,
James C. Thompson
Coralville, Iowa

Impact magazine reserves the right to select letters or portions thereof for publication. The points of view or opinions presented here do not necessarily represent those of the magazine. Readers are encouraged to submit their responses to *Impact's* editorial content.

by NANCY K. SCHLOSSBERG
and JANE GOODMAN

Imperative for change: Counselor use of the Strong Vocational Interest Blanks

Nancy K. Schlossberg is an associate professor in the Department of Educational Guidance and Counseling at Wayne State University in Detroit, Michigan. She also is the director of Project for Career Development of Women. Jane Goodman is the co-director of the project.

This article is intended to inform practicing counselors about the inherent limitation in utilizing the current Strong Vocational Interest Blanks (SVIB) and to offer suggestions for future use.

Women can and do sell insurance and real estate. They become doctors, lawyers, certified public accountants, police officers and ministers. Men have entered the field of nursing, life insurance underwriting, sales clerking, elementary teaching. Yet, if one fills out the Strong Vocational Interest Blank form designated solely for his or her sex, these occupational choices cannot be made. The use of the Strong as it is presently constructed is at best arbitrary and insensitive and at worst in violation of civil rights statutes, precedents and executive orders.

Many people today have become concerned about women's limited occupational opportunities. One specific cause of this limitation is the vocational guidance women receive at the high school and college level. In Nancy Cole's introduction to a scientific discussion of the major interest inventories, she writes:

> The application of civil rights to discrimination against women in hiring practices and in salary levels, the public attention gained by the women's liberation movement, and the increasing number of women who enter the work force each year seem to be combining to produce a large number of women with access to a greatly increasing variety of careers. Vocational interest inventories which have often been constructed primarily for use with men are commonly used to assist women in making career decisions. However, the investigation of such uses has necessarily been limited to concern with those occupations which women have entered in great numbers, traditional women's occupations. *Therefore, it is increasingly important that the appropriateness of present inventories for use with women with access to the whole range of occupations be carefully examined.* [emphasis added, Cole, undated.]

The most commonly used interest inventory, the SVIB, limits choices for both sexes. First, the Strong includes 33 occupations for men which are not listed for women—such as psychiatrist, author-journalist, physicist; the Strong includes 37 occupations listed for women but not available for men including elementary teacher, art teacher, medical technologist. There are men and women in these unlisted occupations and norm groups could be devised for them.

Research on the SVIB indicates that 400 members of an occupation are an appropriate norm group for a SVIB scale. Campbell states,

> . . . the following guideline, based on a variety of statistics and experience, appears reasonable: samples of 400 are preferable, samples of 300 are sufficient, and samples of 200 are adequate. [Campbell, 1971, p 30.]

The following census data indicate that in most instances where we could obtain this information, at least 400 persons are employed of the opposite sex in an occupation reserved for one sex on the SVIB (see Tables I and II).

In addition to the limitation of not being scored on the same occupations as men, the women's occupations are, on the whole, of lower status and therefore of lower salary. For example, in the field of psychology, men and women receive scores on the occupations psychologist and social worker. They each are scored on one more psychology occupation. For women it is guidance counselor; for men, psychiatrist. Senior C.P.A. and accounting are men's occupations according to the SVIB; accountant alone is a woman's. Community recreation administrator and sales manager are on the men's form, recreation leader and saleswoman are on the women's.

Second, although many counselors point out that they give both men's and women's forms to their female clients, few we have chosen give both forms to their male clients. In addition, giving a client both forms does not solve the problem since it imposes an extra cost and doubles the testing time.

Furthermore, then the same person takes both forms of the SVIB, the profiles turn out differently. For example, in a pilot study by the authors in which 28 men and women took both forms of the SVIB, one woman scored high (A or B+ standard score) as a dental assistant, psysical therapist, occupational therapist on the women's profile; and physician, psychiatrist, psychologist on the men's form. One man scored high on personnel director, rehabilitation counselor, social worker, physical therapist, and community recreation administrator on the men's form; and guidance counselor, medical technologist, engineer, dietician, occupational therapist, physical therapist, registered nurse, licensed practical nurse, radiologic technologist and dental assistant on the women's form.

Men Employed In Occupations Listed Only On the Women's Form Of The SVIB

Occupations Not Listed for Men on the SVIB	Number of Men Employed in Each Occupation
1. Airline Stewardess	1,500 [b]
2. Army, enlisted	1,326,326 [c]
3. Art Teacher[1]	65,859 [a]
4. Beautician	47,500 [a]
5. Buyer	n.a.*
6. Dental Assistant	n.a.*
7. Dietician	3,000 [b]
8. Director – Christian Ed.	n.a.
9. Elementary Teacher	143,163 [a]
10. English Teacher	44,137 [d]
11. Entertainer	8,559 [a]
12. Executive Housekeeper	n.a.
13. Guidance Counselor	15,000 [b]
14. Home Economics Teacher	n.a.
15. Instrument Assembly	n.a.
16. Interior Decorator	n.a.
17. Language Teacher	16,629 [d]
18. Licensed Practical Nurse	3,859 [a]
19. Life Insurance Underwriter[2]	329,270 [a]
20. Medical Technologist	6,000 [b]
21. Model	n.a.
22. Navy, enlisted	680,483 [c]
23. Navy Officer	86,525 [a]
24. Newswoman[3]	63,279 [a]
25. Nun-Teacher	n.a.
26. Occupational Therapist	700 [b]
27 Physical Education Teacher	n.a.
28. Public Health Nurse	4,000 [b]
29. Radiologic Technologist	25,000 [b]
30. Recreation Leader	27,000 [b]
31. Registered Nurse	66,000 [b]
32. Saleswoman	1,120,000 [b]
3. Secretary	100,000 [b]
34. Sewing Machine Operator	n.a.
35. Speech Pathologist[4]	4,500 [b]
36. Telephone Operator	15,119 [a]
37. Translator	n.a.

* Not available
1. Includes artists
2. Includes agents and brokers
3. Includes editors
4. Included audiologists

The dramatically different profiles result from two areas of discrimination. The first is the different occupations listed for each sex. The second is the different scoring requirements for an occupation even when listed on both forms. In the pilot study referred to above, nine women scored high on the occupation physician on the men's form, and only four on the women's form. Had the women, as is usual, taken only the women's form, five of them would not have had the opportunity to consider medicine as a career through the use of the SVIB. In this same pilot study, nine women scored high on the occupation psychiatrist and ten on the occupation of advertising, neither of which is available on the women's form. Of the ten men taking the women's form, seven scored high on the occupation guidance counselor, six on recreation leader, and five on speech pathologist, none of which are available on the men's form.

Thirdly, in addition to the inequities mentioned, both the current manual and handbook offer guidelines to counselors which, if followed, could be harmful. For example, the current manual states,

> Many young women do not appear to have strong occupational interests, and they may score high only in certain 'premarital' occupations: elementary school teacher, officer worker, stenographer, secretary. Such a finding is disappointing to many college women, since they are likely to consider themselves career oriented. In such cases, the selection of an area of training or an occupation should probably be based on practical considerations – fields that can be pursued part-time, are easily resumed after periods of non-employment, and are readily available in different locales.

The *Handbook*, the most recent publication on the SVIB states,

> There is nothing in these data to suggest that the relationship between women's interests and occupational characteristics is any different from that found among men. Yet, occupational planning for young women will necessarily be different from that done by young men because of their different roles. How to integrate these matters of interests into the realities of a young wife and mother's life is not well

understood but, as the strategies of planning must be supplemented somehow, these scales should provide some systematic data to help direct the feminine decision. [Campbell, 1971, pp. 191, 193.]

Thus, it can be seen that in the alternatives provided for men and women taking the test, in the method of scoring and in the manuals available to counselors, the SVIB consistently limits occupational choices for men and women to the detriment of both.

Women Employed In Occupations Listed Only On The Men's Form Of The SVIB

Occupations Not Listed for Women On the SVIB	Number of Women Employed in Each Occupation
1. Advertising Man	4,682[a]
2. Air Force Officer	4,858[c]
3. Architect	765[a]
4. Author-Journalist	44,510[a]
5. Biologist	3,720[a]
6. Carpenter	2,640[a]
7. Chamber of Commerce Executive	n.a.*
8. Community Recreation Administrator	n.a.
9. CPA Owner	n.a.
10. Credit Manager	n.a.
11. Farmer[1]	711[a]
12. Forest Service Man[2]	778[a]
13. Funeral Director[3]	2,207[a]
14. Life Insurance Sales[4]	35,287[a]
15. Minister	4,695[a]
16. Office Worker	n.a.
17. Osteopath	474[a]
18. Personnel Director	27,500[b]
19. Pharmacist	7,129[a]
20. Physicist	1,354[b]
21. Policeman	6,200[a]
22. President Manufacturing	20,887[a]
23. Printer	3,131[a]
24. Production	n.a.
25. Psychiatrist	n.a.
26. Public Administrator	28,067[a]
27. Purchasing Agent	14,000[b]
28. Real Estate Sales	56,250[b]
29. Rehabilitation Counselor	2,400[b]
30. Sales Manager	n.a.
31. School Superintendent	n.a.
32. Senior CPA	2,000[b]
33. Veterinarian	306[a]

*Not Available

1. Only farm managers are included to exclude those women who are listed as farmers solely because of their status as farmers' wives.
2. Includes conservationists.
3. Includes embalmers.
4. Includes agents and underwriters.

a. United States Bureau of the Census, United States Census of Population: 1960, Vol. 1. **Characteristics of the Population.** Printing Office, Washington, D.C., 1964.

b. **Occupational Outlook Handbook,** 1970–71 edition, United States Department of Labor, Washington, D.C.

c. Executive Office of the President, Bureau of the Budget: The Budget of the United States Government, cited in United States Bureau of the Census, **Statistical Abstract of the United States:** 1970 (91st edition), Washington, D.C., 1970.

d. Simon, Kenneth A. and Grant, W. Vance, **Digest of Educational Statistics,** 1970, United States Department of Health, Education and Welfare, United States Government Printing Office, Washington, D.C., 1970.

What Can the Practicing Counselor Do?

The SVIB is being revised. But until such time as that revision is completed and eliminates the inventory's discrimination, we have four suggestions for the practicing counselor:

1) Always give both the men's and women's forms to all clients. Although this still allows a man to compare himself only to women in 37 occupations and women to compare themselves only to men in 33 occupations, we feel this is better than ignoring the 70 occupations available if only one form is taken;

2) Scores should be used as locators of interest areas. The counselor can use scores on the SVIB as a starting point for occupational brainstorming with a client; that is, as a basis for extrapolation to related occupations. The SVIB answer sheet provides a convenient format for doing this, since the occupational scores are arranged by a combination of statistical and logical analyses into groups of related occupations. For example, a woman receiving high scores on chemist and physician should receive a list of additional occupations which are grouped with physician or chemist on both forms, i.e., group VI on the women's form and groups I and II on the men's. The additional occupations for this particular woman would include dentist, osteopath, veterinarian, psychiatrist, psychologist, biologist, architect, mathematician, physicist, engineer, medical technologist, computer programmer, math-science teacher and engineer.

A man receiving high scores on physical therapist and engineer should receive a list of additional occupations which are grouped with physical therapist or engineer on either form, i.e., group II on the men's form and groups VI and X on the women's form. The occupational list for this man would include architect, mathematician, physicist, chemist and engineer (group II, men's form); physician, dentist, medical technologist, computer programmer and math-science teacher (group VI, women's form); physical education teacher, occupational therapist, physical therapist, public health nurse, registered nurse, licensed practical nurse, radiologic technologist and dental assistant (group X, women's form).

To summarize, the client's A and B+ scores on both the men's and women's forms provide the basis for developing a wide range of occupational possibilities for the client. The counselor can take each of the A and B+ scores and then examine the group of related occupations into which each score falls. The total list of occupations given to the client then contains all original scores and all occupations categorized with the original scores.

Those clients taking only one form of the SVIB will, of course, have fewer options to consider. However, the creative counselor can still extrapolate by examining all the related occupations on the form taken and then locating these occupations on the

other form to see if new alternatives present themselves. For example, a woman taking only the women's form and receiving a high score on recreational leader should also consider the occupation community recreation administrator, found on the men's form. She should also consider all of the occupations grouped with it, as well as those grouped with recreation leader on the women's form. A man taking only the men's form and receiving a high score on rehabilitation counselor should also consider the occupation occupational therapist, found only on the women's form, and all of the occupations grouped with it, as well as those grouped with rehabilitation counselor on the men's form.

This principle, i.e., looking at similar occupations on the two forms, should also be applied to those people taking both forms. Research has shown that people do not always receive high scores on related occupations on the two forms, probably because of the different composition of the norm groups.

3) Write to the publishers of the SVIB, Stanford University Press, Palo Alto, California, supporting the current changes in the inventory. We urge the publishers to fund the development of new norm groups for all the occupations not listed on both forms. For example, there are 66,000 registered male nurses, yet the only norm group of registered nurses consists of women on the women's form. There are 2,000 women senior C.P.A.'s, yet the only norm group of C.P.A.'s consists of men on the men's form.

Where We Stand

The authors introduced a resolution to the American Personnel and Guidance Association Senate, calling for the formation of a Commission which would insure that the revision currently underway proceed with appropriate speed and eliminate the inequities of the Strong. The resolution, referred to the Association for Measurement and Evaluation in Guidance (AMEG), has been passed. We hope that this Commission will be appointed soon and will help to insure that the SVIB remain the best vocational interest instrument there is and become one which counselors can use to help all their clients formulate vocational decisions.

References

Campbell, David P., *Handbook for the Strong Vocational Interest Blank*, Stanford University Press, 1971.

Campbell, David P., *Manual for the Strong Vocational Interest Blanks*, revised, Stanford University Press, 1966.

Cole, Nancy S., *On Measuring the Vocational Interest of Women*, Research and Development Division, The American College Testing Program, Iowa City, Iowa, undated.

Reaction to Schlossberg & Goodman's "Imperative for Change"

by DAVID P. CAMPBELL
University of Minnesota

Much of what they say is true; some features of the SVIB have been droplets in the cultural stream which has kept women in their place. However, I disagree with them occasionally, and some of their interpretations make me defensive . . . which puts me in a no-win situation, for a defensive reaction to a charge of chauvinism is considered ipso facto proof that the charge is warranted.

Their statement "The use of the Strong . . . is at best arbitrary and insensitive and at worst in violation of civil rights statutes, precedents, and executive orders" is a strong one, bordering on the flamboyant. Is it really true that the *best* use of the Strong is arbitrary and insensitive? I would like to see that documented before I accept it.

They have arbitrarily selected features of the Strong to support their arguments, and have ignored history and other factors which have created peculiarities in the system. Each point cannot be discussed here; one example will have to suffice. They point out, as evidence of obvious chauvinism, that the

men's profile has a scale named *Community Recreation Administrator* while the women's scale is named *Recreation Leader*. That scale was put on the men's profile as a result of a Ph.D. dissertation, and the name supplied by the researcher was used without much thought. The very length of that name—*Community Recreation Administrator*—is now a problem: it won't fit on the profile well, it overflows the columns when used on IBM cards, and it makes troubles for the typist when laying out tables. Consequently, when a later dissertation provided a similar scale for women, we looked for a shorter name, and chose *Recreation Leader*. In the forthcoming revision of the profile, the men's scale will carry the same name. Through Freud taught us to distrust even the most obvious of conscious motivations, I think this difference was created by a desire for efficiency, not chauvinism. Some of the other points have similar explanations.

Still, the SVIB, as it is currently constituted, is a mild detriment to full occupational equality for women. Work has been underway for a year to cure this and a few months from now (about April, 1973), a new version will be available, designed for both men and women. A single booklet will be used, combining the best items from both existing forms, and a single profile. Women will be scored on all scales—both men's and women's—and so will men. The trickiest part, not yet entirely solved, will be the norming: the problem is how to present scores in areas where men and women have different base rates. To illustrate the quandry: if a person is 5'10", do you have to know their sex to decide if they are tall? The analogous problem appears in the measurement of interests, especially in aesthetic areas—where women are "taller"—and mechanical and mathematics areas—where the inverse is true.

Although this new version will be progress, providing an inventory that treats men and women alike will not bring the occupational revolution that these authors want. Men and women still report different interests and, by reflecting this, interest inventories have been placed in the role of the messenger who brings bad news to the queen. Just as beheading the messenger hardly ever clears up the news from the front, so will desexing the Strong not remove the basic difference between men and women.

The SVIB History

The SVIB was first published, for men, in 1927; a version for women was published in 1933. Although there was substantial overlap in the two systems, E. K. Strong, Jr., the original author, felt that because of the difference in responses to the inventory and the different occupational patterns of men and women, two inventories were necessary to best serve both groups.

I became associated with the SVIB in 1959 and, after Strong's death in 1963, took on the major responsibility for the inventory. One of the first major decisions was whether to continue with the separate forms, or combine them. Combining them was very appealing as this would cut the work in half; yet after looking over the data, and believing in Strong's passion for empiricism, I concluded that combining the two forms would be a shoddy step backwards, and would reintroduce the error which Strong had struggled for years to eliminate.

That decision, made in 1964 or 1965, was woefully unprophetic, and did not anticipate the fervor nor direction of the women's movement, which has since overwhelmed other considerations.

(One of my major concerns now is to avoid another such abysmally bad decision. After the women's movement mellows a bit, they may conclude—as have the blacks—that what they want is not identical treatment but rather the freedom to make their own choices, not necessarily the choices that men make. If so, there may be a demand again, as with the blacks, for a separate inventory designed especially for women. If that happens . . . I prefer not to contemplate the implications.)

The 1969 Women's Revision

In the continuing development of the Strong, considerable attention has been paid to expanding the coverage of women's occupations. On the new profile, published in 1969, scales were added for the following women's occupations: *Mathematician, Interior Decorator, Accountant, Army Officer, Chemist, Computer Programmer, Bankwoman* and *Life Insurance Underwriter*. The booklet was improved by eliminating the more domestic items (e.g., Would you like to be a housewife? was dropped), and the coverage of the items was widened so that the women's booklet is perhaps better than the men's. Some women's items that are not in the men's booklet are: *Be a biologist, Be a mechanical engineer, Discuss politics, Watch an open-heart operation, Perform scientific experiments,* and *Tinker with small hand tools*—all good items and hardly chauvinistic.

Their Recommendations

I am too close to the problem to be a good judge of their recommendations to counselors. Their first, where they recommend giving both forms to *all* clients – which is intriguing as it would double the sales of the inventory – is the wild flailing of idealists. That won't happen; one reason, among many others, is that clients will not hold still for it. Anyway, the problem is not so severe to merit this extreme solution.

Their second recommendation – to use scores as locators of interest areas – is a major purpose of the inventory; counselors who aren't doing this already are not doing their job well.

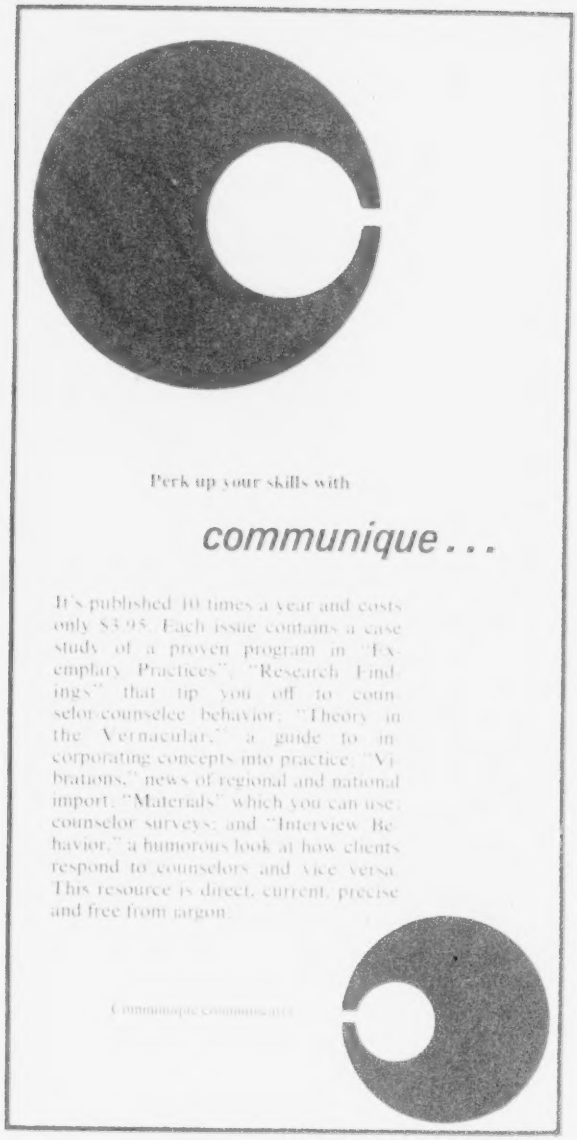
The third recommendation – writing the publisher to complain – is another I can't evaluate. The publisher, Stanford University Press, is already convinced we should change, and they prod me gently now for faster progress. To recommend that people prod someone who is then going to prod me is a kind of masochism I can do without.

Schlossberg and Goodman are well aware of the forthcoming revision, yet this change – which will be the most drastic in SVIB history – merits only a single sentence in their article: "The SVIB is being revised." I am chagrined that, after all of our work on these problems this year, they feel this progress is not more noteworthy.

Which sums up my reaction to their entire effort: weary chagrin.

Do you feel strongly about the Strong? We invite your reactions to the Schlossberg-Goodman article and/or the Campbell rebuttal. Write *Impact/Strong*, Box 635, Ann Arbor, Michigan 48107.

A future issue of *Impact* will provide Nancy Schlossberg and Jane Goodman the opportunity to react to David Campbell's comments. We also welcome reader reactions.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VA Directs New Drug Program To Returning Vietnam Veterans

Last year President Nixon issued a directive to the Verterans Administration Department of Medicine and Surgery to implement programs which would specifically recognize the needs of returning Vietnam vererans. As a result of this executive decision, the VA has begun to develop drug rehabilitation programs for the increasing numbers of addicted veterans.

One of the hospitals largely responsible for spearheading this new emphasis is the Allen Park VA hospital near Detroit. Under the direction of psychiatrist Ruth Huggins, an interdisciplinary team approach has been developed to cure and rehabilitate young veterans. The team is composed of psychiatrists, psychologists, occupational therapists, registered nurses and drug counselors who devote their full time to the experimental drug ward. Using various combinations of psychiatry, counseling, physical therapy, and in some cases, methadone treatment, the program has successfully "graduated" a number of Vietnam verterans during the past year.

The Veterans Administration is making a concerted effort to implement similar programs in other VA Hospitals throughout the country and is seeking to develop professional staffs which can contribute not only to the physical rehabilitation of addicted veterans but to their social rehabilitation as well.

When I Grow Up I Want

to Be Married

Background and Purpose of the Game:

When you ask a little boy what he is going to be when he grows up he tells you. He may not end up being what he says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on work. Most little girls say they will be married, period. Data of the U.S. Department of Labor and results of research of the California Advisory Commission on the Status of Women show the following: the average life expectancy of women today is 75 years; 9 out of 10 will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside the home for some period during their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; at least 1 in 10 will be widowed before she is 50; at least 1 in 10 will be heads of their families; probably 3 in 10 will be divorced; only 1 in 3 girls plan to go to college; most girls do not see themselves as achievers; most girls have not been trained or influenced to deal with the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because girls continue to believe they must choose a family over a career.

The game has limited purposes, but can serve as a start toward these goals: (1) To give girls a greater awareness of the realities of women's lives, e.g., that most will have a family **and** a career whether they plan for it or not; (2) To give girls experience in dealing with changed circumstances from which there is no retreat once they have occurred; and (3) To motivate girls to alter their immediate and present plans to avoid possible pitfalls.

Instructions:

Ten girls can play (variations are possible). Each girl is given a numbered profile with 4 facts which correspond to the material, childbearing, work, and college statistics above. Each in turn is asked to build an "ideal life" around these facts, indicating at which periods in her life she will be doing what. The adult leader notes on a duplicate set the plans of each. The first girl is then asked to unstaple the covered bottom half of her profile, and to read the "chance factors" aloud to the group. The chance factors deal with divorce, failing family finances, boredom at home, promotion for the wife which require the family to move, and other "happenings." Keeping the particular girl's aspirations in mind, the other 9 girls are asked to contribute suggestions on how to cope with the problem which has developed. They are then asked how early planning might have prevented the problem. This process is repeated until each girl's latered life has been dealt with.

Editor's Note:

The following game, designed as a role playing exercise for adolescent girls, was developed by the State of Califonia Commission on the Status of Women, 1108-14th Street, Suite 106, Sacramento, California 95814. This game could certainly be used with older girls (e.g. college level) or with women's groups interested in developing awareness of woman's roles and life possibilities.

The editor's of *Impact* encourage you to add on to this game, expanding profiles and chance factors—for example, there is no profile on college educated, childless married women or on single, college educated women who *want* to be single. A chance factor which could be included, e.g. is that education and experience do *not* lead to advancement in a given occupation—what then do you do? Or you are repeatedly turned down for employment because of age or inexperience.

Let your imagination flow and you should be able to extrapolate from this game to fit the needs of your group. A twist—why not invite males to play this game too—their input to the group could be quite helpful for all involved in examining "women's" roles in relation to "men's" roles.

Profile No. 1

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.
What do you do?

Profile No. 2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.
How do you approach this situation?

Profile No. 3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.
What can you do?

Profile No. 4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places – is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property – pretty much just clothing and furniture.
How can you cope?

Profile No. 5

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

Chance Factors

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long.
How will you cope?

Profile No. 6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You will marry your high school "steady" right before you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are very interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.
What will you do the rest of your life?

Profile No. 7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

It becomes apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.
How can the family cope?

Profile No. 8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.

In your senior year in high school you fall madly in love with an exciting "older man of 29" who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children all all off on their own by the time you are 43 years old.
What do you do the rest of your life?

Profile No. 9

You will live to be 75 years old.
You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.
What will you do with the rest of your life?

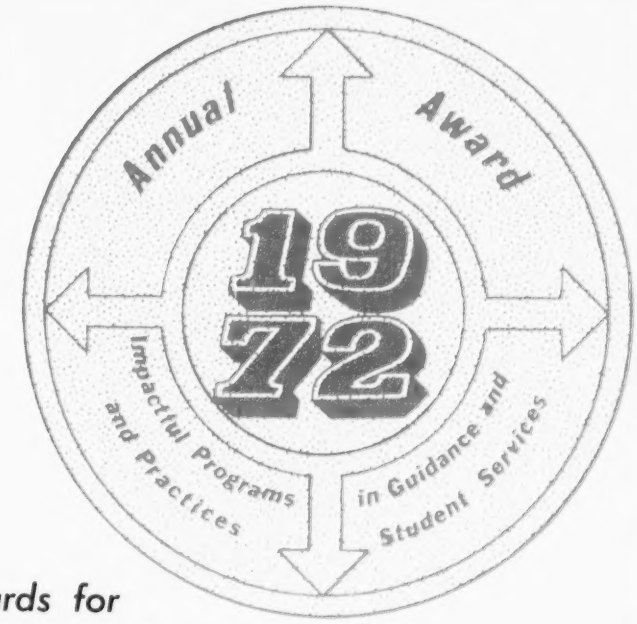
Profile No. 10

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete 3 years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce laws, he can do this, and there is nothing you can do about it. Since you are "able bodied" you get no alimony, but you get child support until the children are 18, and you get the house, but it is only half paid for.
How will you cope?

Deadline Extended



Impact is extending its deadline for . . .

The First Annual Awards for Impactful Programs and Practices In Guidance and Student Services

. . . to give more readers an opportunity to nominate the person whose program or practice represents an innovative approach to student personnel work.

Through this Impactful Awards program, *Impact* hopes to encourage the development of innovative and significant practices, programs, and models which can be widely disseminated and readily adopted by counselors. Therefore, *Impact* seeks programs and practices which are adoptable at the single unit level – be it a school, college, university, or training unit.

Practices and programs will be reviewed on the basis of the following criteria:

1. Creativity in conception and design
2. Demonstrated impact upon intended consumer groups
3. Parsimonious and judicious use of resources
4. Responsiveness to current educational and social problems

Each year *Impact* will make up to four awards for outstanding programs and practices. The winners will receive:

- A $100 honorarium
- One year's complimentary subscriptions to CAPS publications
- Participation in an awards banquet at the San Diego APGA Convention
- An "Impactful Practices and Programs in Guidance and Student Services Award" Certificate

In addition, practices and programs receiving Impactful Awards will be featured in future issues of *Impact* magazine.

For further details and nominations forms, please write to:
Impact/Awards, P.O. Box 635, Ann Arbor, Michigan, 48107

Completed nomination forms now due by December 1, 1972.

Searching For Resources, Materials, Activites? Try . . .

Relevant Resources in High Interest Areas

Searchlight focuses on identifying and making available relevant resources on topics of current interest to counselors. Each *Searchlight* package contains a bibliographic listing with abstracts and annotations. Citations are taken from three major sources: (1) documents – submitted for inclusion in *Research in Education (RIE);* (2) journals – selected from over 500 journals screened for the *Current Index to Journals in Education (CIJE);* and (3) *Dissertation Abstracts International.* Ordering information for the complete documents is included.

Impact searches provide the means for a counselor to obtain an intensive and extensive search of an important area rapidly and at low cost.

Retrospective Searches

These searches cover materials in *RIE* from November 1966 through June 1971, *CIJE* from January 1969 through June 1971 and *Dissertation Abstracts* from January 1968 through June 1971. Each search costs $1.00.

Listed below are the Retrospective Searches which are now available.

1R School Discipline and Student Rights – The defined civil rights of students at the high school and college level, and recent legal pronouncements. (35 documents retrieved)

2R Counseling the Pregnant Teenager – Attempts by several school systems to provide medical, psychological and educational support for this population group in order to prevent dropping out of school. (18 documents retrieved)

3R Articulation – The mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (50 documents retrieved)

4R Counseling for Drug Abuse – Techniques and school programs for education and prevention. (42 documents retrieved)

5R Counseling for Achievement Motivation – Suggested techniques for use in school and at home to increase levels of motivation. (27 documents retrieved)

6R Improving Counselor Public Image – Ways in which the professional can involve the community, thereby creating a more favorable counselor image on the part of the public. (28 documents retrieved)

7R Program Evaluation and Accountability – Methods of program evaluation and the extent to which programs and counselors themselves are effective in contributing to favorable student development. (28 documents retrieved)

8R Parent Counseling – Ways in which the school can involve the parents in the educational and social development of the child. (34 documents retrieved)

9R Confidentiality – The ethics involved in student record-keeping and privileged information, together with recent legal decisions in this area affecting the counselor. (27 documents retrieved)

10R Students as Resources – Different ways in which students can be employed as volunteers in the school and community. (35 documents retrieved)

11R Counseling the Aging – Methods of viewing the aging, and the extent to which programs and counselors themselves are effective in contributing to the enrichment of the later years (25 document abstracts retrieved).

12R Vocational Counseling of Disadvantaged Students – Guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students (Approximately 50 document abstracts retrieved). This search covers materials through December, 1971.

The following searches cover materials through June, 1972.

13R Support Personnel – A focus on programs that have trained and utilized paraprofessionals (K-16) with a look at outcomes and potential adoptability.

14R Tests and Testing Programs – A review of comprehensive testing programs (elementary, senior high school and college) with special emphasis on specific tests that the practicing counselor may want to utilize.

15R Outreach Counseling – Covers different and creative approaches in counseling that go beyond traditional methods and take the counselor outside of the confines of his office.

16R Group Guidance – Covers group counseling, group dynamics, types of groups, and how they function as well as training needed for working with groups.

Update Searches

Updates to the Retrospective Searches. The first updated searches cover the time period from July 1971 through December 1971 and are in the same format as the Retrospective Searches. Each search costs $1.00.

The following Update Searches are now available:

1CI School Discipline and Student Rights
2CI Counseling the Pregnant Teenager
3CI Articulation
4CI Counseling for Drug Abuse
5CI Counseling for Achievement Motivation
7CI Program Evaluation and Accountability
8CI Parent Counseling

10CI Students as Resources

Demand Searches

These are individually contracted searches and the cost of these searches will be made on an individual basis.

Impact solicits suggestions and ideas for *Searchlight* and encourages readers to send in nominations.

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*Two More CAPS Resources To Assist You in Your Work**

*The Legal Rights of Secondary School Children Charged with an Act of Delinquency or Violation of School Laws by Paul Piersma. 51 pp. $3.00.

The ERIC/CAPS Center is in the process of developing detailed and interpretive materials which focus on the informational needs of helping professionals. **The Legal Rights of Secondary School Children** is one of these important resources.

Written by Paul Piersma, the associate director of the National Juvenile Law Center, this monograph takes you through the legal precedents and actual cases which have led to revisions in the treatment of juvenile cases. This paper also articulates problem areas – in the courts, the schools, the detention centers – and suggests ways in which counselors, teachers and other school personnel may deal with truant, incorrigible or otherwise problematic children in a fair and rehabilitative way.

The monograph features a highly applicable student bill of rights by attorney Ralph Faust, Jr., also of the National Juvenile Law Center. This bill of rights can help schools implement policies which will afford students more consistent treatment for offensive behavior.

A comprehensive listing of legal precedents, books, journal articles and special reports relevant to the topic of secondary school students' rights is also included.

To order this monograph, send $3.00 by check or money order (payable to the University of Michigan) to: ERIC/CAPS – Legal Rights Monograph, 2108 The School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104.

*Exciting and Effective Group Programs

A 100 - page resource collection which grew out of the *Impact Workshop* on Actualizing Student's Potentials.

If you want to obtain a comprehensive report on three innovative training programs that work with students effectively, order "Actualizing Students' Potentials."

It includes chapters on:

- psychological education and achievement motivation training
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Write: Actualizing Students' Potentials
CAPS Publications
2108 School of Education Building
The University of Michigan
Ann Arbor, Michigan 48104
($3.00 per copy; bulk rates available upon inquiry; make checks payable to The University of Michigan)

surveyor

By Mary Anderson

Surveyor selected a random sample of 270 American Personnel and Guidance Association members and asked them to express their views on the influence and empathy of others in their field. (77% of the sample returned questionnaire) Our sample population represents a wide range of occupational roles within the helping professions from public school and university personnel to government workers and graduate students. This analysis represents a segment of a larger report to appear in a later issue of *Impact*. In this issue, *Surveyor* compares respondents' occupational roles with their responses to three statements. A five point, Likert-type scale was used. The "no response" category refers to those respondents who returned the instrument, identified their role, but did not choose to respond to these statements.

Question 1. Counselors in my work setting have an influential voice in decision-making and in determining institutional goals.

Thirty-eight percent of the respondents "somewhat agree" with this statement. Within both the "strongly agree" and the "somewhat agree" categories, a total of over one-half (57%) elicited positive responses.

Comparing the response with the occupational role, a positive response pattern is found to be consistently higher than 50% across all occupational roles, except that of graduate student.

This would indicate one of two things. Either graduate students are unaware of who makes or influences decisions or they sense that counselor role in policy determination is limited. In view of this latter possibility, helping professionals might do well to reevaluate their influence and if necessary, reassert it.

Not surprisingly, public school administrators feel most strongly that counselors do influence decision making.

Question 2. Counselors in my work setting are tolerant and understanding of the problems and constraints of other professionals who share their client population.

Forty-two percent of the respondents "somewhat agree" with this statement. It is noteworthy that over three-forths of the respondents "strongly agree" and "somewhat agree" that counselors are tolerant and understanding of their co-workers. Among the few skeptics (i.e. "somewhat disagree"), however, are 21% of college level teachers. Again, over a third of the graduate students questioned elicited no response.

Question 3. Counselors in my work setting tend to take a broad view of the world and are tolerant and understanding of the needs of people who may be very different from themselves.

This statement elicited a very high positive response from over half to as high as 88% across all occupational roles with one exception: government workers. Interestingly enough, they reported 30% "somewhat disagree." This is the highest negative figure registered by any occupational role for any of these three statements. Moreover, unlike the 28% "counseling psychology" group who "somewhat disagrees," but also retains a 67% positive response, only 15% of the government workers show a simila

STATEMENT 1

	Public School Counseling		College or University Student Personnel Work		Public School Administration		College or University Administration		College or University Teaching		Research and/or Publications		Government Work		Graduate Student		Employment Agency Counseling		Counseling Psychology		Library Work		Other Consultation, Social Work, etc.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	22	24%	5	17%	5	33%	1	13%	7	25%	0	–	2	20%	0	–	0	–	5	28%	0	–	4	10%	51	19%
Somewhat Agree	37	41%	15	50%	7	47%	3	38%	7	25%	0	–	5	50%	4	36%	0	–	5	28%	0	–	19	46%	102	38%
Neutral	5	6%	4	13%	0	–	2	25%	2	7%	0	–	0	–	1	9%	3	75%	1	6%	0	–	5	12%	23	9%
Somewhat Disagree	15	17%	3	10%	2	13%	1	13%	7	25%	0	–	1	10%	1	9%	0	–	3	17%	0	–	3	7%	36	13%
Strongly Disagree	10	11%	2	7%	1	7%	0	–	4	14%	0	–	2	20%	1	9%	1	25%	4	22%	0	–	2	5%	27	10%
No Response	1	1%	1	3%	0	–	1	13%	1	4%	2	100%	0	–	4	36%	0	–	0	–	13	100%	8	20%	31	11%
Total	90	100%	30	100%	15	100%	8	100%	28	100%	2	100%	10	100%	11	100%	4	100%	18	100%	13	100%	41	100%	270	100%

STATEMENT 2

	Public School Counseling		College or University Student Personnel Work		Public School Administration		College or University Administration		College or University Teaching		Research and/or Publications		Government Work		Graduate Student		Employment Agency Counseling		Counseling Psychology		Library Work		Other Consultation, Social Work, etc.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	42	47%	9	30%	6	40%	2	25%	9	32%	0	–	3	30%	2	18%	0	–	6	33%	0	–	13	32%	92	34%
Somewhat Agree	37	41%	18	60%	8	53%	5	63%	10	36%	0	–	5	50%	3	27%	3	75%	11	61%	0	–	14	34%	114	42%
Neutral	5	6%	0	–	1	7%	0	–	1	4%	0	–	1	10%	1	9%	1	25%	1	6%	0	–	4	10%	15	6%
Somewhat Disagree	5	6%	2	7%	0	–	0	–	6	21%	0	–	1	10%	1	9%	0	–	0	–	0	–	1	2%	16	6%
Strongly Disagree	1	1%	0	–	0	–	0	–	1	4%	0	–	0	–	0	–	0	–	0	–	0	–	1	2%	3	1%
No Response	0	–	1	3%	0	–	1	13%	1	4%	2	100%	0	–	4	36%	0	–	0	–	13	100%	8	20%	30	11%
Total	90	100%	30	100%	15	100%	8	100%	28	100%	2	100%	10	100%	11	100%	4	100%	18	100%	13	100%	41	100%	270	100%

positive feeling. None of this group selected no response, indicating that they are definitely opinionated on this matter. To the contrary, this group might well be advising helping professionals to take a serious look at the image they convey to legislators, and public officials. This group of respondents may have had some negative experiences, feedback, or perceptions of their own about helping professionals. Perhaps we need to examine *how* we relate to others who are different. Do we sometimes impose our own values on others, or in over-reacting to the difference, try so hard to treat them the same that we end up treating them differently? It seems clear that this positive image that is perceived by the other eleven occupational roles needs to be communicated to and share with government workers.

Other areas to be considered in future issues of *Impact* include the attitudes of helping professionals toward:

- proactive involvement in the profession
- career practices of high priority for the future
- responding to the needs of special populations
- standardized testing
- issues of vital concern to APGA.

STATEMENT 3

	Public School Counseling		College or University Student Personnel Work		Public School Administration		College or University Administration		College or University Teaching		Research and/or Publications		Government Work		Graduate Student		Employment Agency Counseling		Counseling Psychology		Library Work		Other Consultation, Social Work, etc.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	33	37%	12	40%	8	53%	3	38%	7	25%	0	–	1	10%	2	18%	0	–	7	39%	0	–	12	29%	85	31%
Somewhat Agree	38	42%	13	43%	4	27%	4	50%	13	46%	0	–	5	5%	4	36%	3	75%	5	28%	0	–	11	27%	100	39%
Neutral	7	8%	0	–	2	13%	0	–	4	14%	0	–	1	10%	0	–	1	25%	1	6%	0	–	4	10%	20	7%
Somewhat Disagree	10	11%	3	10%	1	7%	0	–	4	14%	0	–	3	30%	1	9%	0	–	5	28%	0	–	5	12%	32	11%
Strongly Disagree	2	2%	1	3%	0	–	0	–	0	–	0	–	0	–	0	–	0	–	0	–	0	–	1	2%	4	1%
No Response	0	–	1	3%	0	–	1	13%	0	–	2	100%	0	–	4	36%	0	–	0	–	13	100%	8	20%	29	11%
Total	90	100%	30	100%	15	100%	8	100%	28	100%	2	100%	10	100%	11	100%	4	100%	18	100%	13	100%	41	100%	270	100%

"quotes"

Painstaking researches (only possible, of course, in a spirit of self-command maintained by self-sacrifice) have revealed that classes of human beings exist whose sexual life deviates from the usual one in the most striking manner. One group among these "preverts" has, as it were, expunged the difference between the sexes from its scheme of life. In these people, only the same sex as their own can rouse sexual desire; the other sex (especially the genital organ of the other sex) has absolutely no sexual attraction for them, can even in extreme cases be an object of abhorrence to them. They have thus, of course, foregone all participation in the process of reproduction. Such persons are called homosexuals or inverts. Often, though not always, they are men and women who otherwise have reached an irreproachably high standard of mental growth and development, intellectually and ethically, and are only afflicted with this one fateful peculiarity. Through the mouths of their scientific spokesmen they lay claim to be a special variety of the human race, a "third sex" as they call it, standing with equal rights alongside the other two. We may perhaps have an opportunity of critically examining these claims. They are not, of course, as they would gladly maintain, the "elect" of mankind; they contain in their ranks at least as many inferior and worthless individuals as are to be found among those differently constituted sexually.

Sigmund Freud
1917

Twenty years from now, mothers will be a mere specialty group in the United States. This state of affairs will not result from the woman's liberation movement, but from economic factors and technological change.

Jeanne Binstock
Sociologist
The Futurist, **June '72**

Today you can burn a flag, shoot a judge, shoot a cop, and become a hero.

Blue Collar Worker
"The Blue Collar Trap"
An NBC White Paper

I don't know that we're going to change society just by switching headlines (that don't sex distinguish jobs) on the help wanted ads. You don't make people Christians by hearding them into church.

J. G. Paddock, Classified Manager,
Chicago Tribune/Chicago Today

Segregation is so complete that the children in Belfast (Ireland) grow up bigoted without even noticing it. Catholic children go to schools with saints in their names. Protestant children are kept in their own parks and play on their own sports fields, and go to dances within their own districts. It is common for a Protestant child to reach the age of 17 and begin work without ever having met a Catholic. It is common for a Catholic to be refused work because the name of his or her high school begins with a saint.

N.Y. Times
June 11, 1972

Even more dramatic is the rise of the black middle class. It has largely escaped press and public attention, but the middle income urban blacks now comprise a larger group than the hard core ghetto poor. In the decade just ended, the employment of black professional and technical workers soared 131 per cent. There was a 67 per cent gain among black officials, proprietors and managers, and 67 per cent gain also of foremen and craftsmen. The increase in the combined categories amounted to nearly 750,000 jobs. Such thrust, moreover, is growing stronger.

George Groh in
The Black Migration

Female chauvinism and those who preach or practice it seem to me to be corrupting our movement for equality and inviting a backlash that endangers the very real gains we have won these past few years.

Betty Friedan
1972

Civilian Society has no slots for riflemen, tank crews or cannoneers. In fact it shrinks from those it has sent to an unpopular war.

Detroit Free Press
April 30, 1972

Men must learn to be more comfortable with successful women, and by the same token, women must become comfortable with their own success. I feel that a more equal men-women ratio at Harvard and Radcliffe is vital for this goal, permitting a greater cohesiveness and understanding between the two.

Matina Horner
President of Radcliffe

. . . Humanity has not differentiated lucidly
Between the meanings of the words
Brain and mind:
They are often used synonymously.
The pragmatist tends to discard
The word mind as embracing
What seems to him "untenable mysticism":
While the realist feels
That the word brain
Is adequate to all his needs.

R. Buckminster Fuller
Harper's, **April, 1972**

Women are unable to exchange education and occupational status into earnings at the same high rate as men even when they are full-time workers with considerable lifetime work experience. The inability of women to convert occupation status into income, to the same extent as men, suggested that much of the remaining unexplained difference in male-female earnings could be attributable to discrimination.

Larry E. Suter
Herman P. Miller
[Census Bureau Officials]

Working families comprise the largest single group in the United States; yet as a society we have ignored their increasing difficulties and needs. America can no longer afford to do so. It is time to define the problem and propose solutions. As a first step we should take pains to examine the feelings behind working class grievances.

Abraham Ribicoff

'Tis not enough to help the feeble up,
But to support him after.

William Shakespeare
Timothy of Athens **I.i.**

In order to deal with sexual problems with competence, comfort and objectivity, the involved professional must accept and acknowledge the concept that sex is indeed a natural function.

Once the public's comfort factor with sexual materials is reasonably established, those professions dealing with problems of human sexual interaction will be swamped by the legitimate demands of a long-suffering society for relief from the maritally destructive influences of sexual inadequacy.

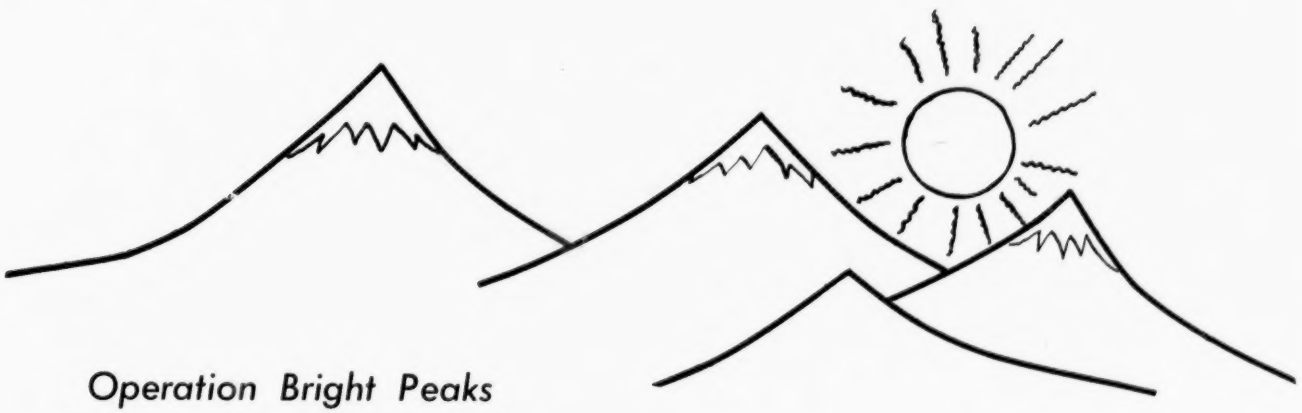
Dr. William H. Masters
Dr. Virginia Johnson Masters

exemplars

(things that work)

In this issue, Exemplars presents programs which have been successfully implemented in four distinct areas: with handicapped children, in a high school vocational guidance program, with welfare mothers, and in a high school curriculum program.

It is the intent of Exemplars to provide a wide variety of proven programs and practices which can be adapted to many settings. We invite readers to utilize these principles and to submit their own tested procedures or programs for publication.



Operation Bright Peaks Help for the Educationally Disadvantaged

In June, 1969 Title III funding was initiated for Operation Bright Peaks, a program of three School Administrative Districts in Cumberland, Oxford, and York counties in Maine and the Western Maine Counseling Service, a mental health agency. The program provides special services for children disadvantaged in learning potential because of physical and/or emotional disabilities.

The program is staffed by two psychologists, a social worker, three school nurses, one speech and hearing therapist and three part-time directors. It attempts to identify the causes of educational handicaps in children and, by correction and therapy, to develop youngsters who are better prepared to perform in their classes as acceptable, productive students.

All students receive eye tests and those failing the screening or having sight complaints are referred for further testing and correction (45% of children found to have impaired vision are now wearing glasses).

Nurses visit the homes of those students who do not regularly attend school and serve as follow ups to physical and/or mental health problems. Extensive records are kept and parents also receive counseling regarding physical and mental health.

All students in grades 1-4 and in junior and senior high school also receive physical examinations from qualified physicians. Referrals are made when necessary and immunizations are also given.

Children with speech and/or hearing defects have shown improvement in speech patterns and auditory perception.

Children judged as being upset and unresponsive to a regular classroom setting are referred to the Western Maine Counseling Center which provides counseling for students and their parents.

Another aspect of Bright Peaks is individualized school curricula to meet the individual needs of clients.

Parents have been enthusiastic in their acceptance of the program and have, in general, followed through on recommendations made by project personnel. Parents who utilized the Counseling Service praised it highly.

In brief, corrective measures offered through Operation Bright Peaks have improved students in terms of both their performances in academic areas and their participation in school activities.

For additional information on Operation Bright Peaks contact: Mr. Samuel Hoyt, Elementary School District No. 55 Kezar Falls, Maine 04047.

[revised from Teaching is For Kids: 1972 Edition Maine Department of Education, Title III Office, Augusta, Maine.]

A child, to be successful as a learner, must be freed from preoccupation with physical, social and emotional problems. Through the services of Operation Bright Peaks, a student learns to overcome feelings of insecurity, depression and/or illness which often result in a discouraging school experience.

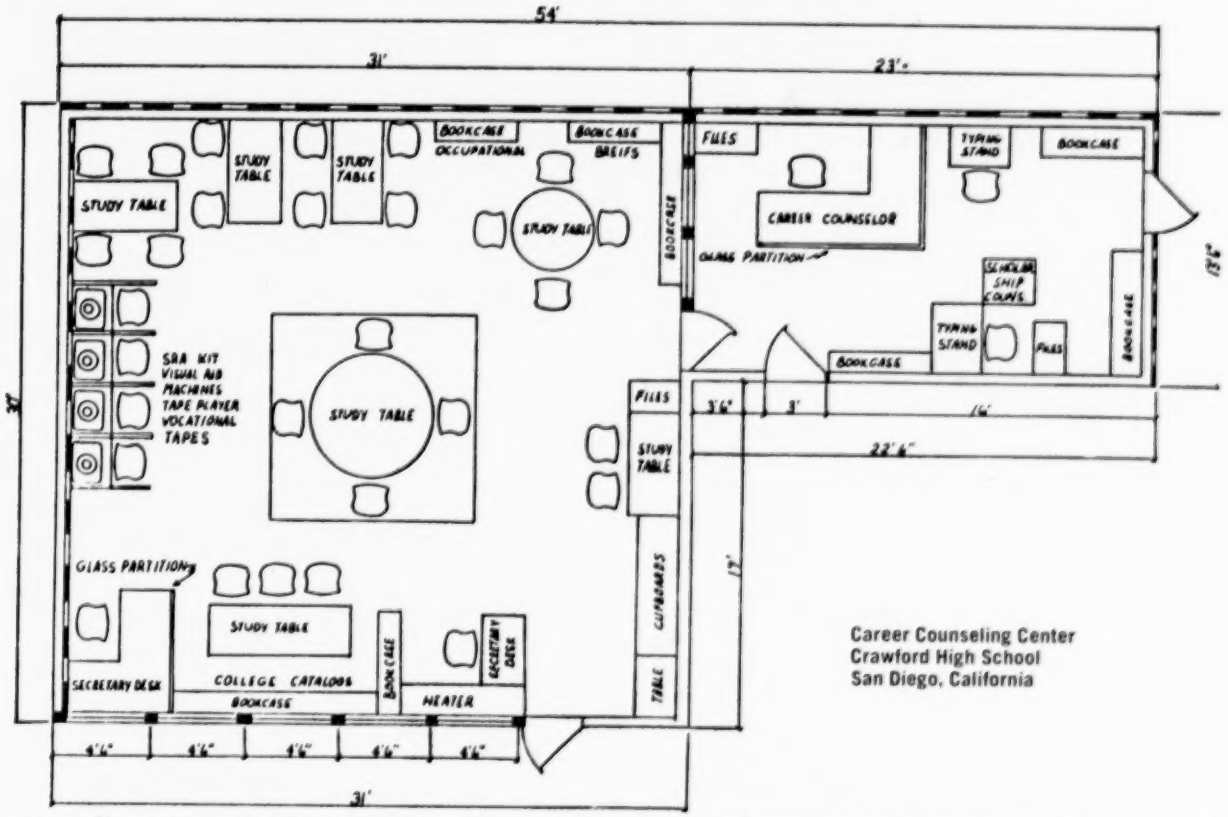
Career Guidance Centers

Three high schools* in San Diego County have set up Career Guidance Centers as a means of increasing student awareness and use of the assistance and information available to students in preparing for careers.

All three centers are student oriented and provide a central location for occupational, vocational and scholarship information for use before and after school, during lunch periods, and by pass from class or study hall. Assistance is available from counselors, work experience coordinators and college scholarship counselors.

All three facilities are arranged differently but provide for the same services: job placement and vocational planning, scholarship information, vocational

*Mount Miguel High School in the Grossmont Union High School District, Crawford High School in the San Diego Unified School District, and Coronado High School



Career Counseling Center
Crawford High School
San Diego, California

counseling, general information, and a place to see representatives from post-high school educational institutions.

The Career Guidance Centers are easily accessible and students make better use of career resource materials and take advantage of the spaces provided for individual research. The Centers are also attracting more vocational and work experience students than the previous guidance programs did.

A vital factor in the Career Guidance Centers is the availability of a paraprofessional person. Although the Centers have resulted in an increased case load for counselors (because of more student access) there is more time for counseling because of paraprofessional assistance.

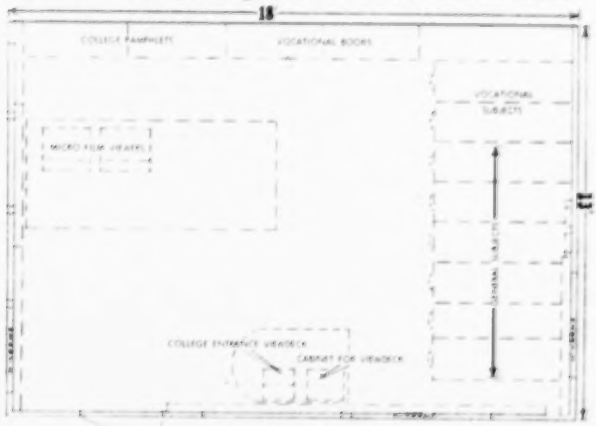
The Career Guidance Centers have generated much guidance department contact with students. Many of the needs of students are such that they do not have to see the counselor, but can be served through a referral to existing facilities and materials by the paraprofessional. However, students have the opportunity to see the counselor more frequently because he is not tied up in relaying routine information. There are fewer lengthy conferences and more students asking pointed questions requiring relatively brief answers.

Counselors involved in the implementation and operation of Career Guidance Centers offer the following suggestions to those wishing to initiate similar programs.

Provide for full-time paraprofessional help. A paraprofessional can provide the basic information services to students, leaving the counselor more time for working with students in individual and group counseling activities.

Get away from the school look. Two of the Centers have provided rugs, carpets, and decorating to make the facility more appealing to students. This was not done with school budget money but through student work and the donation of materials and furniture. Students were involved in the decoration and furnishing of the guidance center "from the carpet on the floor to the pictures on the wall."

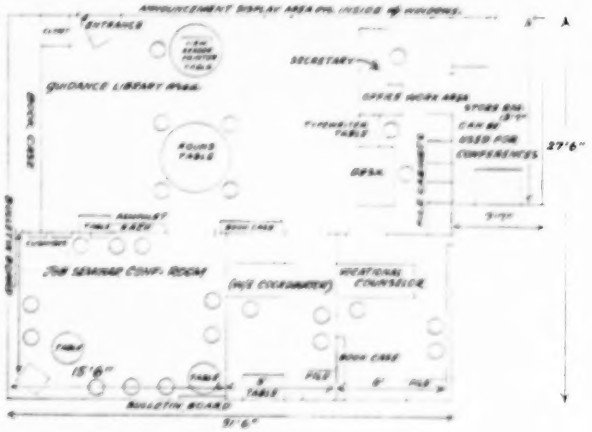
Provide needed materials and equipment. Provide space and materials for bulletin boards; job briefs; a viewing area; the materials for the VIEW program; audio visual equipment and materials such as cassette recorders, phonographs, and filmstrip machines; typewriters; telephone; and sufficient furniture and study carrels with prepared guidance materials in kit form.



Career Information Center
Instructional Media Center
Coronado Unified School District
Coronado, California

Establish an adequate budget to supplement and resupply the necessary materials. No Career Guidance Center can be effective unless it is continuously updated.

Counselors and administrators who are interested in this new concept of a Career Guidance Center are invited to contact the individuals in charge of the existing Centers. In Grossmont Union High School District contact Mr. David Phillips, Vocational Counselor at Mount Miguel High School; in San Diego Unified School District contact Mr. Barney Davis, Career Counselor at Crawford High School, or Mrs. Peggy Kaupp, Head Counselor; in Coronado Unified School District contact Mr. Ed Taylor, Librarian, or Mr. Paul Shafer, Counselor.



Career Development Center
Mount Miguel High School
Spring Valley, California

[Revised from *Exchange*—A dissemination of up-to-date educational practices, May 1971 Vol. 1, No. 5. Written by Dr. Thomas J. Jacobson, Guidance Coordinator-Project Coordinator, Career Information Center, Department of Education, San Diego County, San Diego, California.]

The course is the first phase of the Federal Work Incentive Program (WIN) that prepares recipients of Aid to Dependent Children to move into productive employment. The challenge is to provide in a short, intensive experience, both "know how" and motivation for adults preparing for school, jobs or both.

In the last three years, over 800 men and women have completed this two week course, and the results have been good. We have been visited by educators and legislators, and have shared our curriculum and techniques widely. Attendance has been phenomenal. The new personal insights, knowledge of the world of work, and determination, have carried over in most situations into the next step. For many it was the first step out of a cycle of defeat, despair, and social isolation. What is the "magic," and how does it occur?

Curriculum

Most of the topics covered during the two weeks were spelled out by federal and state guidelines. They include: why work?; job and family; household management; how to find a job; applications; preparation of work history forms; role playing the job the interview; how to keep that job; what a job is really like; problems of working; introduction to counseling, transportation, recreation, and community resources in Suffolk County; grooming for the job; opportunities in continuing education and training; you and your pay; how to make the most of your money.

Techniques

Each subject area is handled somewhat differently. Resource people come as guest speakers for some topics, and students research and report on other topics. Role playing and group discussions, which are subject oriented but open-ended, are used extensively. Each group takes three half day field tripa—to a hospital, a manufacturing plant or other large business establishment, and a multi-occupational training center.

The instructor is with the group full time for the two weeks, sharing all experiences, and creating the necessary climate. Encounter techniques, such as non-verbal exercises, are not employed. However, there is always an open, accepting atmosphere, concern for the unique qualities of each individual, honesty, and love. No one is ever "put down"!

Employability Orientation A Success Story

"I feel like a person now"
"For the first time I and my children have a future"
"My common sense has been replenished"
"It has soaked up the shadows from my brain"

These moving comments were evoked by an Employability Orientation course for welfare mothers. Five days a week, from 9 to 3, for two weeks, on the campus of the State University of New York at Farmingdale, an average of thirteen women and men share a special experience.

Conclusion

During the two week program, much specific information is learned about what jobs exist and how to get and keep them. There are also new insights into self and family and sometimes new perspectives. At the same time, significant changes occur in the student's self image. A greater self respect, and belief in his or her potential, leads to fantastic motivation and determination. These qualities, in turn, result in better performance in education and training programs, and on the job.

All recent studies point to the need for self esteem, identity and pride, if a person with a disadvantaged background is to suceed.[1] These qualities are necessary for success in the family, in school and on the job. There are many different views of how to instill them. In a review article about sensitivity training in manpower programs[2] the authors question "psyche tinkering" by trainers who are not professional psychologists. They point to the values of task oriented sessions, such as discussion of pragmatic solutions to job problems.

Our experience at Farmingdale seems to underline this approach. The curriculum may vary, but the constant ingredient is caring. The instructor, administrator, other students, guest speakers, even the janitor, make the students feel like worthy human beings. hopefully this new self image is reinforced by subsequent experience, with the Division of Employment WIN team, with their teachers, and families. When this occurs, the students can become WINners in life!

[by Mrs. Beverly Fuchs, Coordinator
Employability Orientation Phase of Work
Incentive Program for Suffolk County
State University of New York at Farmingdale]

References

1. "Some Ingredients for Making It." Thomas Greening, *Manpower*, August 1971.
2. "Sensitivity Training, Uses and Absues." Susan Stein and Robert Schrank, *Manpower*, July 1970.

Career Opportunities for Foreign Language Majors

The following program was developed by Nancy LeBeau a foreign language teacher at Dondero High School in Royal Oak Michigan. Ms. LeBeau developed this program as a requirement for a one semester course in career guidance. In developing this career guidance unit for use in her classroom she explored current information about career guidance objectives for various educational levels, the needs of special populations, and current career guidance materials, resources and activities.

This unit provides an excellent sample of how a teacher in a subject matter area can incorporate a career guidance unit into the "course of study."

Introduction

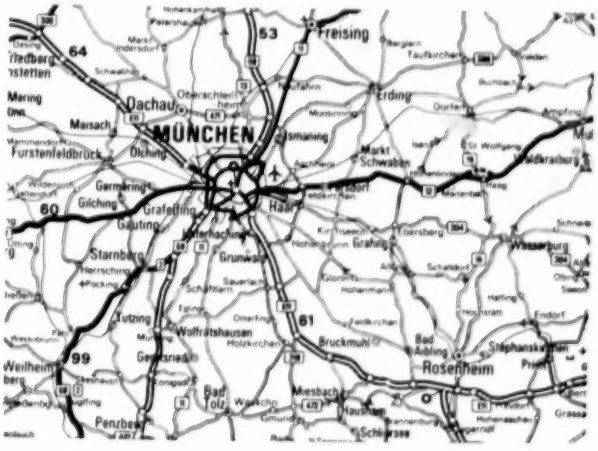
Most students who elect a foreign language in high school do so to fulfill certain requirements for graduation. Some others are forced into the courses because their parents insist on it. A few make their election because they are interested in learning a foreign language. The majority of students see no need for such study, nor do they see any relationship with foreign language and their future.

The primary intent of this unit is to stimulate the student through involvement, thought, discussion, and fact finding discoveries which would relate his study of a foreign language to his career development.

The purpose is also to provide ways for the teacher to make more meaningful for the student, in terms of his future career, the study of a foreign language.

Population

This unit is aimed at high school students in a college preparatory program. It is intended for use in a second year class which consists primarily of tenth graders. It could also be used with juniors or seniors.



Objectives

General Objective

To help students gain a knowledge, understanding, and appreciation of the career opportunities available to foreign language students.

Specific Objectives:

1. To introduce the student to career areas directly involving a foreign language.
2. To introduce the student to career areas in which a foreign language is helpful or useful.
3. To acquaint the student with the basic outline for the study of a given occupation.
4. To provide an opportunity to observe people at work.
5. To provide an experience in trying out a job.
6. To acquaint the student with facilities for further preparation.

Activities

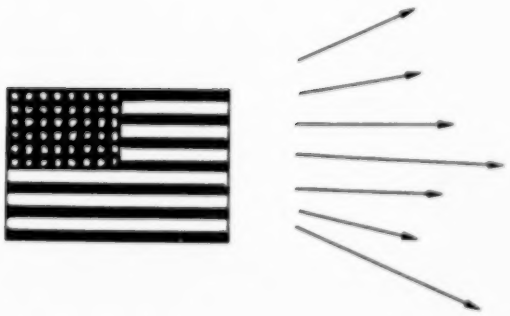
Objective 1: To introduce the student to career areas directly involving a foreign language.

Activity No. 1: Lecture and Discussion

We are living in a world where people from other countries have to communicate with each other, and they don't all speak English.

Knowledge of a foreign language is the key to success in hundreds of businesses and professions ranging from banking and business to teaching and social services. Thousands of U.S. corporations do business with foreign countries, and government agencies have personnel throughout the world. There is an increasing need for trained persons in many professions who know how to communicate in another language. People with bilingual skills are needed as social case workers, stenographers, invoice clerks, university teachers, salesmen, journalists, technical writers, bankers, translators, interpretors, librarians, and bookkeepers.

I. Federal Government
   A. Employs 1.5 million white collar workers
   B. 90,000 U.S. citizens are on overseas civilian assignment.
   C. Most require specialized training and college education.
   D. Sometimes practical experience will compensate for lack of formal training.
   E. Types of employment.
      1. Translators
      2. Interpreters
      3. Immigration patrol inspectors
      4. Librarians
      5. Research and scientific information specialist
      6. Foreign affairs.
         a. Foreign service officers
         b. Foreign service reserve officers
         c. Foreign service staff
      7. Agency for International Development (AID)
      8. Peace Corps
         a. English teachers
         b. Agricultural specialists
         c. Construction engineers
         d. Social Workers
         e. Public health workers
         f. Skilled and unskilled workers



      9. United States Information Agency (USIA)
         a. Voice of America
         b. Radio announcers and writers
         c. Television writers and announcers
         d. Magazine layout artists
         e. Printers
         f. Radio transmitter and receiver maintenance crews
         g. Administrative personnel
         h. Research and reference service
      10. Teachers and School Administrators
         a. Reading specialists
         b. Vocational specialists

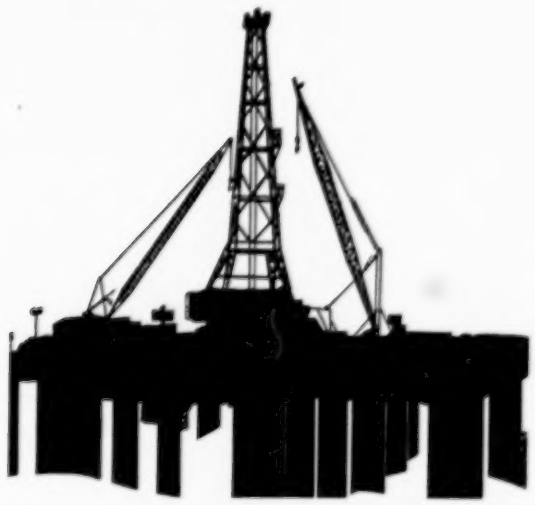
II. United Nations
   A. High degree of language proficiency is required
   B. Often need at least two foreign languages
   C. Types of employment
      1. Bilingual secretaries
      2. Bilingual stenographers
      3. Bilingual typists
      4. Interpreters and verbatim reports
      5. Translators and precis writers
      6. Guides

III. Pan American Union
   A. Knowledge of Spanish compulsory
   B. Need a field of specialization
      1. Economics
      2. Finance
      3. Business administration
      4. Accounting
      5. Social psychology
      6. Anthropology
      7. Sociology

IV. Nongovernment agencies
   A. Red Cross, Y.M.C.A., church missions
      1. Social workers
      2. Nurses
      3. Field directors
      4. Recreation leaders
   B. Free Europe Committee (Radio Free Europe)
   C. Ford Foundation
   D. Institute of International Education
   E. American Friends Service Committee

V. Private business
   A. One-third of all overseas operations are in Canada; one-third in Latin America; one-third in Europe
   B. Types of overseas operations
      1. Petroleum the largest
      2. General manufacturing
      3. Mining

4. Publishing and editing
5. Translating agencies
6. Journalism
7. Advertising
8. Transportation
9. Shipping
10. Hotels
11. Banking
12. Import-export



Materials: Hardesty, Richard T. *Translating Foreign Languages Into Careers.*

Evaluation:

1. How much interest has been generated among the class?
2. Do students realize how vast is the area of foreign language involvement in careers?
3. Do students want to look into one of these careers?
4. Use pre-test and post-test on the careers available for foreign language majors.

Activity No. 2: Guest speakers

1. Member of consulate staff.
2. Representative from the public relations division of a large corporation.

Objective 2: To introduce the student to career areas in which knowledge of a foreign language is helpful or useful.

Activity:

1. Have students research a list of job titles and then classify them as to the degree of importance of a foreign language to each.
2. Have students select a career area and then cluster as many related jobs as they can find.

Materials:

1. Science Research Associates career kit.
2. Careers career kit.
3. Any other sources student wishes to use.

Evaluation: Discuss student's endeavors in class.

Objective 3: To acquaint the student with the basic outline for the study of a given occupation.

Activity: Have each student select one career and analyze it on the following points. Provide student with a form to be completed. (See box)

Investigation of Occupation

1. Name of occupation _____
2. Job title _____
3. Exactly what does worker do? _____
4. What type of equipment does he use? _____
5. What education is required? _____
6. What qualifications, other than educational, are necessary?
   A. Physical _____
   B. Mental _____
   C. Aptitude of personality _____
7. What are working conditions and hours? _____
8. In what kind of business is this job found? _____
9. What are opportunities for advancement? _____
10. In what geographical location is this job found? _____
11. Where is further information available? _____
12. Additional Comments _____

From A Guide for Teachers of a Course in Career Exploration

1. Name of occupation
2. Nature of the work
3. Number and distribution of workers
4. Qualifications and preparations
5. Methods of entering job
6. Career advancement possibilities
7. Employment outlook
8. Earnings
9. Working conditions
10. Social factors
11. Additional information

Materials:

1. Books and pamphlets listed in Materials and Resources section
2. Talk to counselors
3. Outside research

Evaluation: Teacher evaluates on the completeness of student's research.

Objective 4: To provide an opportunity to observe people at work.

Activity:

1. Field trip to the International Institute in Detroit.
2. Show film "The United Nations at Work."
3. Students go in pairs or trios (after school) to various businesses in the area which employ people whose work involves a foreign language. They can see the type of work involved and, if possible, tape an interview with a worker. Some possible business Iberia Air Lines; Aeronaves de Mexico; Canadian Customs and Immigrations; import-export companies; Wayne State University.

Evaluation: Observe student's reaction to their experience.

Objective 5: To provide an experience in trying out a job.

Activity:

1. Practice translation of written texts to see what would be expected of individual as a translator.
2. Set up a mock United Nations meeting with simultaneous interpretation. Students play the role of speaker, interpreter, verbatim-reporter, and listener.
3. Plan a mock radio program, such as "Voice of America" news broadcast.
4. Do a real radio program on the school operated station. Students write, edit, and present the broadcast.
5. Bring an exchange student from another school and escort him around the buildings, acting as guide and interpreter.
6. Arrange for students to go to an elementary school and present a foreign language lesson to a class.
7. Have an advanced student teach a beginning class for a day.

Evaluation: Determine from student's participation in and reaction to their activity whether or not they actually got a feel of one of these careers.

Objective 6: To acquaint the student with facilities for further preparation.

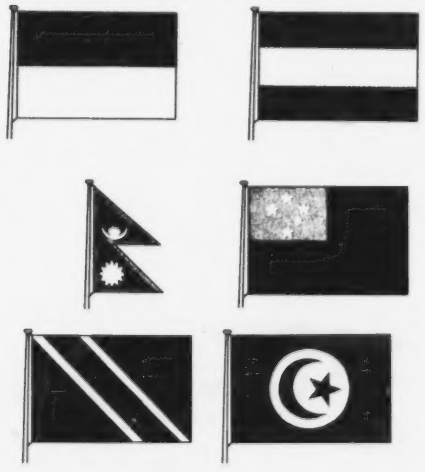
Activity:

1. Study college and business school catalogs.
2. Determine which schools have especially strong departments for preparation for a certain area.
3. Study entrance requirements of each.

Resource:

1. Bulletins, pamphlets, and brochures
2. Representatives from schools
3. Counselors

Evaluation: Teacher observation of students' attitudes, involvement and participation. Questionnaire to determine if students know what the factilities are for further preparation.



Materials and Resources

- *Careers and Opportunities in International Service*, by Krosney Herbert and Mary. Dutton & Co. Inc., 1965. A 250 page book describing careers in international organizations, international business, religious organizations and government.
- *Vocational Opportunities for Foreign Language Students*. Modern Language Association of New York. 1961. 50 pp.
- *Translating Foreign Languages into Careers—Vocational Opportunities for High School and College Students*. United States Department of Health, Education and Welfare. 1964. 29 pp.
- *A Career in the Foreign Service of the United States* U.S. Government Printing Office. 1969. 42 pp.
- *Information on Escort Interpreting; Qualifications for a Diplocatic Courier, Vocational Opportunities for Linguistis; Foreign Service Secretaries; Employment Opportunities for Nurses with the Foreign Service; Communications and Records Clerk; Foreign Service Officer Clerk; Foreign Languages and your Career*. U.S. Department of State. Employment Division. (1-4 pages each).
- *General Information on United Nations Employment Opportunities; Requirements for Linguistic Posts; Examinations and Training for Interpreters; Information on Verbatim Reporting; Qualifications for English Translators; United Nations Guides*. United Nations Placement Services. (1 page each).
- *Foreign Service Secretary; Peace Corps Volunteer; U.S. Foreign Service Careers; Bilingual Secretary; Translator-Foreign Language; Interpreter; Foreign Language Teacher, High School*. Career Briefs, Careers. (2-7 pages each).

Evaluation

Each of the forgoing objectives can be evaluated independently of the other as the unit is presented.

The entire unit has several implications for evaluation. The primary evaluation would be whether or not the students' attitudes toward the study of a foreign language have changed since the presentation of the unit. The unit could be judged successful if the majority of the class can see how the study of a foreign language can correlate with their future career and thus make their study more meaningful to them at the present. Further evaluation would be determined by whether or not a true interest in one of these careers has been generated. Another means of evaluation is whether or not students become more interested in further pursuit of their study of a foreign language. The final evaluation would be a long term

one, depending on whether any of the students actually do enter a career involving foreign language.

References

Hardesty, Richard T. *Translating Foreign Languages into Careers:* Indiana University, 1964. ED 017 226 MF-$0.65 HC-$3.29 29 pp.

A Guide for Teachers of a Course in Career Exploration; Oklahoma Vocational Research Coordinating Unit, 1970. ED 049 356 MF-$0.65 HC-$6.58 159 pp.

Tennyson, W. E.: *The Teacher's Role in Career Development;* National Vocational Guidance Association; 1965, 107 pp. Order from NVGA – 1607 New Hampshire Ave., NW, Washington, D.C. 20009. Single copy, $1.00.

Pruitt, A. S.: "Teacher Involvement in the Curriculum and Career Guidance"; *Vocational Guidance Quarterly,* 1969 17(3), 189 pp.

EDRS Ordering Instructions

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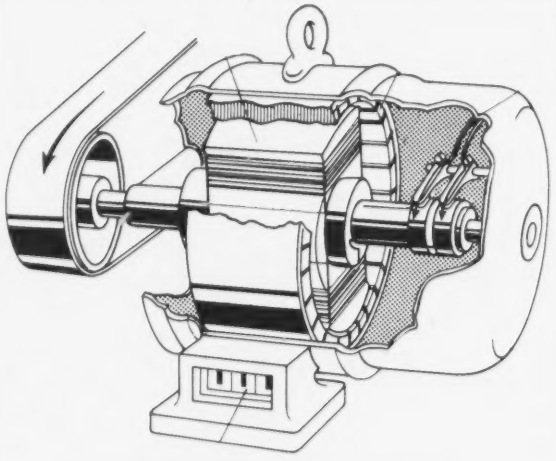

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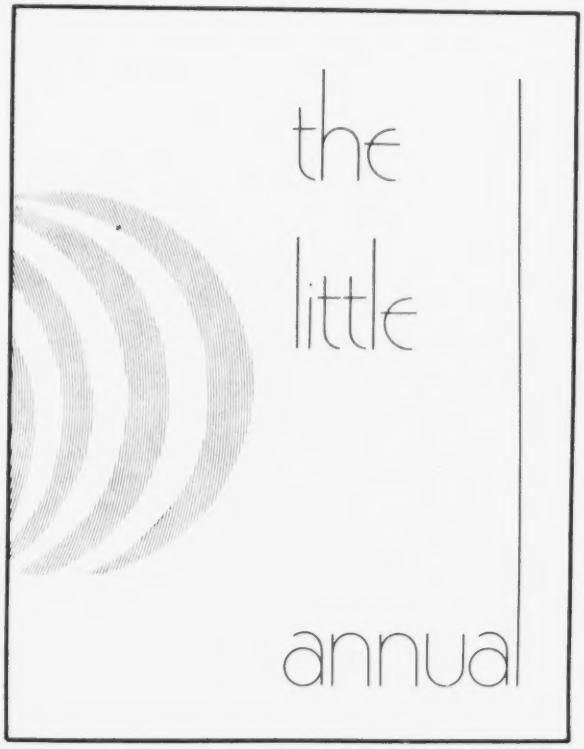
Do you have an unpublished speech? Report? Model? Instrument? Dissertation? Program Description? ERIC was created to assure access to the educational knowledge base. Our basic function is to aid the process of knowledge-sharing and feedback. Perhaps you have created an innovative program. Perhaps your insight and experience have led you to some creative thinking. Perhaps you've carried out some research. Is it in written form? If not, have you considered organizing it and writing it up to make it available for others to build on? ERIC is always looking for new documents. We continually review materials for Central ERIC's monthly collection in Research in Education. Let us review your paper for inclusion in Research in Education. If you would like to submit a paper, send two clean (suitable for Xerox reproduction) copies, preferably accompanied by an abstract of 150 words, to the Assistant Director for Information Processing ERIC/CAPS, School of Education, The University of Michigan, Ann Arbor, Michigan 48104.



Identify Issues and Resources With The Little Annual

The Little Annual is a once-a-year publication designed to identify the most crucial concerns in counseling today and to provide counselors with a complete set of problem solving resources. Topics in this book (to be discussed by experts in the field) will include: current group procedures and practices; accountability and evaluation; outreach and alternative counseling approaches; current practices in career development; testing instruments and their use; training programs for and utilization of paraprofessionals; approaches and resources in counseling women; peer counseling models, training, implementation, and evaluation; updating counselor skills; impactful new resources and futuristic counseling concerns. The Little Annual is coming late this fall to let you in on new thoughts and new developments in the field. No counselor should be without this resource book.

consultations

Dear *Impact:*

I am an academic counselor at a community college. A number of our students are interested in becoming teachers but are discouraged by the lack of jobs for teachers, particularly at the elementary and secondary school levels. I have suggested to some of them that they should consider other vocations, but a few of them remain adamant in their quest to teach. What does teaching as a career currently have to offer; what are the kinds of teachers schools need? Please provide me with any other information which will help me to best advise them on how to pursue a teaching career and what to expect. .

"Needing Facts"

Dear **Needing Facts:**

This is not the year of the "shrinking violet." As you are aware, the number of teaching positions has greatly decreased as compared to the past few years. Teacher candidates are no longer beseiged with job offers. However, college placement directors are telling us that jobs are available for new teachers. The key to finding a teaching position is mobility and agressiveness.

When job seeking, new teachers should not limit themselves geographically. They must be willing to look nationally for a position. Often this means accepting a teaching job in a rural area with a lower paying standard. Secondly, teacher candidates must approach job seeking with much gusto and enthusiasm. Since jobs are less plentiful than in the past, it is the responsibility of the new teacher to be aggressive and sell him/herself to a potential employer.

Historically, elementary school teaching positions have been more plentiful than secondary positions. This trend still continues. With the increased emphasis on vocational training in our high schools, it seems apparent that those students seeking secondary teaching positions will have the best luck if they major in technical and vocational education. Although somewhat limited, there still appears to be a trend in hiring science, math, and foreign language majors. At all costs, discourage those students who are interested in teaching social studies, history, or English. There has been and continues to be a flood of teachers in these areas. Without a master's degree or coaching skills, the chances of obtaining a position in these three disciplines are slim. Elementary school principals are actively looking for teachers with specialization in reading improvement. Specialized training either at the undergraduate or graduate level in reading will greatly enhance chances for employment. Also specialized training in preschool education and special education now hold out the promise of greater employment opportunities. One important thing that you can do is to encourage your students to become familiar with the services offered by their college or university placement center.

Employment experts suggest that there is hope for the future. Although the vast numbers of teaching positions that were available prior to the late 1960's will never again be a characteristic of employment trends in our schools, by 1975 we can expect more teaching openings at all levels.

Impact

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let *Impact's* panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, Michigan
48107

Dear *Impact:*

I am a university counselor and have a number of clients in the arts and sciences and a few in more specialized trade areas such as business and journalism. Only a few of my total group of clients plan to go beyond the B.A. level, at least at this point in their lives. The old problem, of course, is that they'll soon be seeking jobs and will have a diploma but no experience. For some of them summer internships and practical training is provided by their schools. But the bulk of them don't know where to turn to get some experience so they can interest employers in their abilities. How can I help more of them find pre-job jobs?

"At a Loss"

Dear **At a Loss,**

First, let me mention that you are not alone in facing this problem. The economic situation is such that the most informed advisor (job placement personnel) is often at a loss today. My answer regarding the present problem is to do the only thing you can: provide hope and encouragement that in the long run, with persistence, things will change for immediate graduates . . . (unless you have a placement position or can do a better job than the campus facility). At the same time, decisive action of another nature is recommended so others will not add to the number of your current BA graduates. This action means being involved as an agent of change regarding curriculum: speaking to the issue of required internships, broadening major areas of expertise, providing greater flexibility within a program, limiting admissions, or dropping programs that show no demand for graduates.

In summary – your present dilemma, I am afraid, is mainly out of your control, but where it goes from here could be affected by your efforts now.

Impact

Something for Everyone?

Early last summer, President Nixon signed – with expressed reluctance – the omnibus higher education bill. Considered the most significant piece of educational legislation to appear before Congress in the twentieth century, the bill has something for almost everyone. Some of the highlights are as follows:

1. Busing – Reassigning students or teacher to overcome racial imbalance is *not* required. Court-ordered busing is to be postponed until all appeals have been exhausted.
2. *School Financial Assistance* – Provision of financial assistance is made to help schools desegregate by aiding them in areas of bilingual education programs and other special programs. A limit is set for funding for compensatory education at 15% of the funds available under this particular section of the bill.
3. Financial Aid – Student financial assistance is given a boost through the extension of some current grant and loan programs, and the authorization of additional ones.
4. Vocational Education – Provision is made to assist in the expansion of the community college and the occupational aspects of its program, as well as specialized vocational education programs offered through rehabilitation and other nonschool organizational settings.
5. New Organizations – Creation of several new bureaus is announced: the National Institute of Education, the National Council on Educational Research, and the appointment of an Assistant Secretary of HEW for Education.
6. Indian Children – Financial assistance is being provided to meet the special educational needs of Indian children.

Planned for further study are Title I, ESEA provisions for migratory children, and existing conditions in youth camps.

bazaar

JOURNALS AND NEWSLETTERS

Occult Americana Newsletter
18112 Chagrin Blvd., Cleveland, Ohio 44122. $2.50/year, bi-monthly.

Urban Affairs Newsletter
Office of Urban Programs, AASCU, One Dupont Circle, Suite 700, Washington, D.C. 20036, $12/year.
A broad based publication which deals with urban programs in higher education. Publishes materials on urban programs, teacher training efforts, minority news, programs for the disadvantaged, as well as report summaries and urban statistics.

The Monster Times
P.O. Box 595, Old Chelsea Station, New York, New York 10011, $10.00/year.
A bi-weekly newspaper devoted to science fiction and monsters in film, comics and literature.

Simulation Sharing Service
Box 1176, Richmond, Virginia 23209, Monthly, $5.00.
A newsletter aimed at church people but also useful in social studies.

Resources for Youth
36 West 44th Street, New York, New York 10036.
Bulletin of the National Commission on Resources for Youth. Describes programs initiated by young people or initiated in cooperation with adults.

New University Conference, 622 W. Diversey, #403A, Chicago, Illinois 60614, has chapters at universities and colleges around the country. While predominately (but not exclusively) a faculty and graduate school orientation, NUC joins all those committed to struggle politically to create a new American form of socialism and to replace an educational and social system that is an instrument of class, sexual and racial oppression with one that belongs to the people. They publish **The Radical Teacher,** a bimonthly newsletter, as well as commentary on issues facing the American Left.

Center for Educational Reform, 2115 "S" St. NW, Washington, D.C. 20008, is a clearinghouse of information on educational change, university research and radical alternatives within and without the university context. These and other topics are discussed in **Edcentric,** a journal published nine times a year. $5/year. Also publishes and/or distributes such publications as a **Directory of Free Universities and Experimental Colleges** and a directory of free and innovative schools ($1.50). Have reprinted articles from past issues of **Edcentric.** Write for a sample copy which contains complete literature list.

Alternatives! Foundations, PO Drawer "A," San Francisco, CA 94131, (415) 752-7658, a clearinghouse for information on communal living. Publishes various books on contemporary communes, the **Alternative** magazine, along with occasional flyers and how-to booklets. Requests for information are free; membership (including subscription) is $10 a year.

Hotchpot, Box 2492, Cleveland, OH 44112, evenings (216) 961-1986, is a national paper for workers in human service occupations: social welfare, health, mental health, and education. Besides the development of a socialist perspective, as it relates to human service workers and activists, they hope to provide information about contacts and centers for those seeking help in building groups, research/analysis of social issues, and discussions of organizing methods. They need a donation of $3.50/yr. for the paper.

Centerpeace Clearinghouse, 57 Hayes St., Cambridge, MA 02139; (617) 876-5583, is a clearinghouse for information about alternative schools and public school experiments in New England. $3.00 for individuals and free schools, $6.00 for libraries and other organizations.

National Prison Center, 350 Jessup Hall, University of Iowa, Iowa City, Iowa 52240, a non-profit prison reform group with a radical program for social change within and without prison walls. Publishes the **Penal Digest International,** the first and largest international monthly newspaper designed expressly for the prison population. To subscribe, send $9.00 for a one-year subscription to: P.D.I., c/o Richard Tanner, Media Project Director, PO Box 89, Iowa City, Iowa 52240.

Organization of Unemployed Teachers, 300 E. Santa Inez Avenue, San Mateo, CA 94401, has just formed to encourage teachers to create their own education projects rather than sit around waiting for a job in the system. They are working to: create model learning environments; start a network of education resources and teacher centers; take political action for a voucher system and other ideas; to develop prisoner and industrial education; create adult education alternatives; and to set up a job clearinghouse and information newsletter.

New Life Vocations Newsletter, Peg Decious, Sacramento State Placement Center, 6000 Jay St., Sacramento, CA 95819, is a medium for sharing ideas and information on alternative vocations among counselors who are challenging the Placement Office's traditional role of channeling people into oppressive situations. People are invited to send in any news or views they have on the subject for inclusion.

REPORTS

Vocational Teaching in Diverse Cultural Settings
This report presents the differences in perceptions of teachers and principals regarding the elements associated with successful teaching in two diverse school settings. The study also reveals overall differences in teaching patterns between outer-city/suburban teachers and inner-city/urban teachers. 1972. 221 p. HE 5.2:V 85/10 S/N 1780-0915. $1.75

Help Improve Vocational Education for Women and Girls in Your Community
Informs the community of the advantages available for women and girls to improve their earning ability through educational opportunities by virtue of the 1968 amendments to the Vocational Act of 1963. Also gives information on how the community can avail itself of these opportunities Rev. 1971, 5 p. L36.102:V 85 S/N 2916-0005. 10c

American Indian Education, a Selected Bibliography
Supplement No. 2, September 1971. This bibliography provides access to some of the latest research findings and developments on American Indian education. 1971. 286 p. HE 5.10:In 2/2/supp.2 S/N 1780-0872. $2.25

Boys in Fatherless Families
For various reasons, an increasing number of children are growing up in homes without fathers. This book presents a study to ascertain what we do and do not know about the effects on children of growing up in fatherless homes. Subjects discussed are: overt behavior that is socially condemned; intellectual ability and achievement; and psychological and social adjustment. Reprinted 1971. 120 p. HE 21.102:B 71 S/N 1791-0168. $1.25

Career Education in the Environment, A Handbook
This Handbook is designed to be used in secondary schools to explore environmental problems and solutions, and to provide information on existing and emerging career opportunities in this field. 1972. 407 p.il. HE 5.6/2:En 8/2 S/N 1780-0892. $3.00

Order the above five documents from Public Documents Distribution Center, 5801 Tabor Ave., Philadelphia, PA 19120
(Make checks payable to Supt. of Documents)

BOOKS

Golden Boy as Anthony Cool
by Herbert Kohl and James Hinton. 1972. $7.95 hardbound, $2.45 paperbound.
A photo essay on naming and graffiti and how to read graffiti as a chronical of our time.

The Homosexual Dialect
Edited by Joseph A. McCaffrey. Prentice-Hall. $2.45, cloth $5.95.
Beginning with the Kinsey Report's definition of who is a homosexual and who is not (and that portion of the Report which changed the definition of what was homosexual behavior overnight), this collection of studies on the subject points up how far we have yet to go in understanding the problem. Members of the "Gay Liberation" movement would not accept the word "problem" as applied to themselves, but society has a very real problem in finding an attitude to replace the out worn ones. Most of the essays in the book are heavy, some are strident, but most seem to be based on solid research.

What's Right with Us Parents?
Grace Nies Fletcher. Prentice Hall, $5.95.
Fletcher's book is based on some 600 across the-country interviews – from Boston to Berkeley – with parents, teachers, preachers, doctors, psychiatrists. It comes across as a chatty, amiable look at all the woes that have created "the generation gap" – actually, the problems coming to the surface as our society meets the challenges of rising expectations. Fletcher discusses families, sex, drugs, religion, the natural world, violence, education and the different ways some parents and some children approach them. The book is happily free of cant, simple in language and concept, filled with good sense and a humanistic view of morality. Stop, look and listen, the author seems to be saying, to the young who are trying to give the gift of honesty to their parents, however ineptly.

Stranger in the Family: A Guide to Living with the Emotionally Disturbed
By Claire Burch, Bobbs-Merrill.
This is a guide to living with an emotionally disturbed person. It offers advice on choosing professional help, special hints on the difficulties of children, alcoholics, addicts and the mentally retarded. It contains a glossary, reading list and information on where to write for more help.

The Paper Revolutionaries
By Laurence Leamer, Simon and Schuster ($8.95; $3.95 paperback) is about the rise and development of the underground press – according to the author, the one, broad, unifying institution of the "counter-culture." It explores the world of those who read the papers and those who write for them, and the hippie capitalism that keeps some of them going.

Black English
by J. L. Dillard, Random House, argues that Negro variations of our British-derived language should not be regarded as ignorant misusages of standard English but as representations of a subtle and precise language, following its own rules. Black English has influenced American English (the word cat, for example, a West African word for person) and has implications for the education of black children today.

Communes in the Counter Culture: Origins, Theories, Styles of Life
Keith Melville. Morrow, $6.95; paper $2.45. Melville, a professor of sociology at the City University of New York, feels strongly that some of the counter culture's ideas are "absolutely necessary alternatives to American culture." For the young, he says, "the task is nothing less than the creation of a new community which serves the human needs that American culture now neglects or denies." He is too much the scholar, however, not to put the contemporary youth movement in the context of 19th century attempts to "refashion reality" – the New Harmony Community, Walden, etc. He carries his objective study right up to the 1960's with their explosive political-cultural crises and the scarred, confused new generation that shook the Establishment but was itself profoundly shaken. Melville discusses perceptively the anarchist revival, "free" universities, the mushrooming of communes that are,

in his view, "greenhouses" where "fresh possibilities" may be tested – although the young, as he shows, suffer contradictions no less than their elders.

Freak Culture: Life Style and Politics
Daniel Foss. A New Critics Press Book (Dutton dist.), $8.95.
A comprehensives analyses of the drug-oriented drop-out-and-freak subculture. Its overriding theme is the moral, cultural and spiritual bankruptcy of advanced industrialism capitalism, in reaction to which an important segment of American youth has broken off to create its own cultural reality and life style – extreme at the "freakish" end of the spectrum, but nevertheless, in Foss's view, a viable attempt at making a more human America. He assesses the many subtle cross-currents of the subculture and remains cautious and guarded in his overall view of such recent developments as an increasing trend toward hard drugs and the Jesus Movement.

The New Families: Youth, Communes and the Politics of Drugs
Ross V. Speck and Others. Basic, $6.95.
The book describes numerous religious, political or largely "bohemian" communes in their urban and suburban settings; it analyzes the prevailing anti-intellectual climate the researchers found, and discusses the internal struggles of different kinds of communes, as well as their varying confrontations with "straight" society. Especially interesting is a description of the way in which a small commune "family" of 10 can maintain a peripheral society of up to 100 persons. As scientists and human beings, Speck and his associates ask, "Can we listen to the young? If not, can we survive?"

Children of Separation and Divorce
Edited by Dr. Lawrence E. Abt and Dr. Irving R. Stuart, Grossman, $10.
This is a broad-ranging look at the problems of children of divorced or separated parents. Abt and Stuart have interviewed mothers, fathers and children in a candid attempt to get at their feelings about each other and their situations. The editors' chief concern is with the social and emotional problems of family breakups, especially as they increase the burdens of the already socially and economically disadvantaged. Included are chapters suggesting ways in which community agencies may help solve the problems of such families.

War Registers Canada: The World of the American Military-Political Refugees
Kenneth F. Emerick, Knox, Pennsylvania. Free Press (Box 399, Knox, PA 16232) $4.95.
An eloquent, finely organized attempt to understand the 60,000 to 100,000 young Americans, both "military resisters" and "draft resisters," who have begun new lives in Canada in recent years rather than support American military involvement in Vietnam. Statistical tables show their backgrounds, religious identification, etc., and the author describes their motivations, their adjustments to commitments.

Drug-Trip Abroad: American Drug-Refugees in Amsterdam and London.
Walter Cuskey, Arnold W. Klein, William Drasner. University of Pennsylvania Press, $6.95.
A significant and absorbing account by a group of American medical authorities on the American drug scene as it has been transferred to London's drug clinics and Amsterdam's streets. In Amsterdam today many American youths have found a haven for their soft-drug subculture; there, pot-houses have been set up and a generally "understanding" attitude may possibly keep the young from rebellious experimentation with the hard stuff. In London, clinics legally provide heroin for addicts.

And Now We are a Family
Judith C. Meredith with an afterword by Allan R. Gruber, Beacon Press, D.S.W. Graphics by Pamela Osborn, $4.95.
An informative book, a read-aloud for adoptive parents to "talk through" with their children, to help children accept their biological parents and understand the reasons they are surrendered for adoption. It has been especially written to perserve the love and security children feel for their adoptive parents. Drawings of crayon-like stick figures, handprints and tracings illustrate the text.

Today is for Children . . . Numbers Can Wait
Herb Snitzer in collaboration with Doris Ransohoff. Macmillan, $6.95.
Snitzer is director of Lewis-Wadham, a country school in New York's Adirondacks where children and adults live, learn and play together in a community that attaches supreme value to freedom and democracy as a living process. Snitzer describes the daily life of Lewis-Wadham; he shows how, within a nonrepressive framework, such problems as racism, emotional deprivation and bullying are dealt with by children as well as the adult staff, how academic learning is absorbed creatively in a nonstructured curriculum.

Mastering the Draft: A Comprehensive Guide for Solving Draft Problems
Avon, $3.95.
A valuable source for counselors and others working with young men.

Free and Female: The Sex Life of the Contemporary Woman
Barbara Seaman. Coward, $6.95.
Unlike many sex manuals about women's sexual needs and capacities, this one is written from a feminist point of view. It discounts Freudian orthodoxy as well as ideas promulgated by many "authorities."

Minorities in Textbooks
Michael Kane, Editor. Quadrangle Press, $5.95 or $1.95 (paperback).
A study sponsored by Anti-Defamation League of B'nai B'rith which shows that little progress has been made since 1949 in secondary school textbook treatment of minorities. Concentrates on Jews and Blacks.

Design for the Real World
Victor Papanek, Pantheon, $8.95.
The dean of the design school at the California Institute for the Arts blames industrial designers for almost every variety of pollution and waste.

The Movement Towards a New America
College Department, Random House, 201 East 50th Street, New York, New York 10002.
Mitchell Goodman's collection of documents and articles on the New American Revolution.

RESOURCES

American Civil Liberties Union
156 5th Avenue, New York, New York 10010.
Pamphlets on topics such as death penalty, abortion, right to dissent, student rights – available in quantities.

Anything You Want to Be
Liane Brandon, 21½ Douglass Street, Cambridge, Massachusetts 02139 (8 min., b&w, 1971).
A feminist filmmaker explores the conflict between being a girl and being anything you want to be.

Black Scholar Book Club
Box 908, Sausalito, California 94965.
Catalog (free) on black experience and expectations in America and Africa. Handbook of Audio Visual Services (Revised Edition) Eli Lilly and Company, Audio Visual Film Library, Indianapolis, Indiana 46206. Audio visual materials distributed by Eli Lilly and Company are provided without charge; these include motion pictures, 35mm slide series, booklets and pamphlets.

Training for Nonviolent Action for High School Students

Friends Peace Committee, 1515 Cherry Street, Philadelphia, PA 19102. $1.00
A handbook based on the Friends field work with students.

Siecus Publications and Reprints
1971, Siecus Publications Office, 1855 Broadway, New York, New York 10023.
Contains information about their study guides, reprints, books, special publications, the SIECUS Film, newsletter, and special discount packets.

The National Organization for Non-Parents
A non-profit educational organization seeking to support and popularize childfree life styles. (For information contact Shirley Radl, NON, 220 Miramonte Ave., Palo Alto, CA 94306.

Experiments on a Shoestring
c/o Dr. Frank Costin, 731 Psychology Building, University of Illinois, Champaign, IL 61820. $1
A 780 page collection of psychological experiments and demonstrations requiring little or no equipment.

Games Central
55 Wheller Street, Cambridge, Massachusetts 02138
Free classroom games information – state your needs.

The Handbook for Free Materials on Organic Foods
Mark Weiss, Books for Better Living, $1.95.
Where to obtain free samples of organic foods, recipes and menus, jobs, business opportunities.

MISCELLANEOUS

The Farrall Instrument Co., P.O. Box 1037, Grand Island, Nebraska 68801
A device which gives shocks adjustable from 0-800 volts to anyone wearing a shock receiver. Used in behavior modification and comes keyed with a slide series devised to "cure" exhibitionists, homosexuals, transvestites, alcoholics and "aggressives." Catalog is great for discussion.

The New Earth Dispatcher
P.O. Box 192, Hiram, Ohio 44234
A permanent mailing address service.

Craft Shops/Galleries U.S.A.
Research and Education Department, American Crafts Council, 29 West 53 Street, New York, New York, 10019. $2.50 and $0.25 postage and handling. Directory of over 600 shops and galleries that sell American handicrafts.

Have a Complaint?
Telagripes are ready-to-mail forms for registering a complaint. They come with a 24 page book on how to complain, carbon paper and seals, a record chart, and step-by-step instructions. Infact Systems, 80 Boylston Street, Boston, Mass. 02116. $1.29.

Liberation News Service
A collective of about 12 people who supply news articles and graphics from a radical perspective to underground, community and college newspapers, radio stations and organizations.
Contact Liberation News Service, 160 Claremont Ave., New York, NY 10027, (212) 749-2200.

High School Student Information Center, 3210 Grace St. NW Washington, D.C. 20007, is a program run by HS students to establish an exchange of information concerning activities in educational reform, to aid individuals and organizations in making necessary changes in their school system. They are interested in information that leads to action; literature list free upon request.

Impact invites its readers to submit items for Bazaar. Items announced in Bazaar will not be reoccurring.

bibliography

Reality Therapy An Anti-Failure Approach

Glasser, William, M.D. *Mental Health or Illness?: Psychiatry for Practical Action.* New York: Harper and Row, 1961.

Glasser, William, M.D. *Reality Therapy: A New Approach to Psychiatry.* New York: Harper and Row, 1965.

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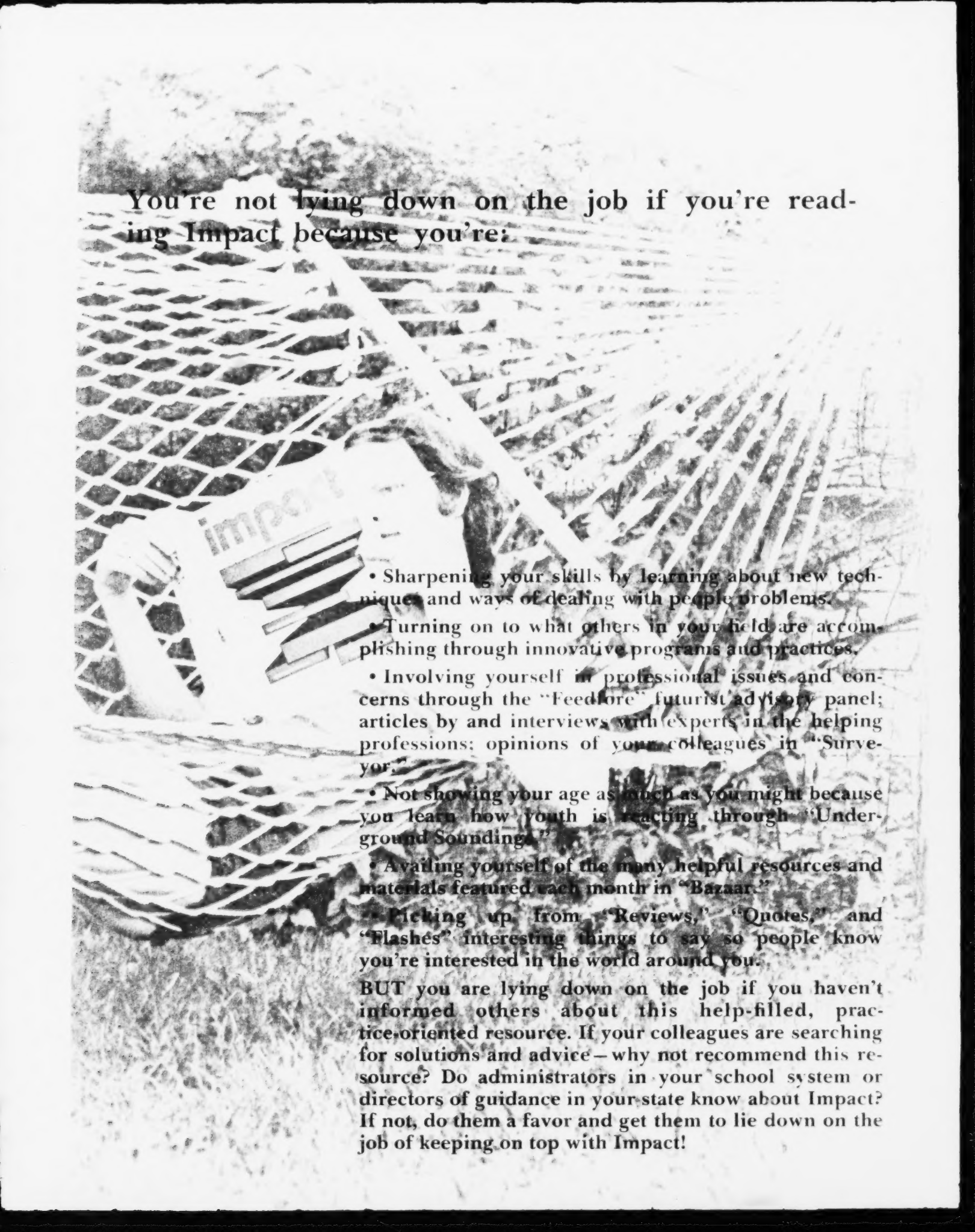

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